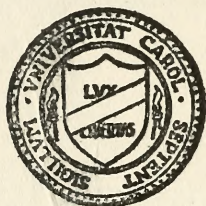


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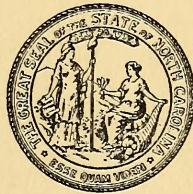
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PUBLICATION No. 166

A HANDBOOK
FOR
ELEMENTARY SCHOOLS
1932



ISSUED BY THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION

A. T. ALLEN, *State Superintendent of Public Instruction*

DIVISION OF INSTRUCTIONAL SERVICE

J. HENRY HIGHSMITH, *Director.*

HATTIE S. PARROTT, *Associate.*

A. B. COMBS, *Associate.*

NANCY O. DEVERS, *Associate.*

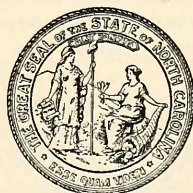
JUANITA MCDUGALD, *Associate.*

WILLA M. RAY, *Stenographer.*

ALBERTA INGRAM, *Stenographer.*

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INTRODUCTION

The preparation of a course of study involves the whole field of educational philosophy. One must indeed have a definite philosophy of education before such work can be begun. Even in plans for administrative procedures the main objectives of education and the roads leading thereto must not be overlooked. Such procedures, therefore, must be directed in such a manner as to improve the conditions under which instruction is given.

In this Handbook we are concerned primarily with administrative procedures, with the methods of approach to the public, and with the tools and machinery of education. Such questions as the nature and content of the curriculum, methods, and materials are treated in other pamphlets which have been issued by this department or which are now in process of publication. We are not unmindful of the necessity of such publications or of their importance in any general scheme of educational procedure. The purpose of this bulletin, however, is to deal mainly with objective things in such a way as to facilitate the operation of the course of study. In this bulletin the chief concern is the organization of children into instructional groups in such a way as to equalize, as nearly as may be, among the teachers in the district, the work to be done in that district, and to suggest the use of such instructional equipment and materials as will facilitate the whole effort of good teaching.

This bulletin is concerned with all the schools in the State from the one-teacher school in some secluded mountain cove to the largest city system. We must plan, therefore, to take the whole course of study to every child in the State in the most efficient manner that can be devised. Some treatment, therefore, will be found in this pamphlet for every type and condition of school. It seems wise at this time also to look at the whole educational program as one single effort. We are broken up into so many units and divisions, both vertically and horizontally, that school administration in North Carolina has come to be a very complicated affair. The effort of this book is towards unification.

The State has already set up standards of school costs. We must now begin, it seems to me, to set up standards of school operation in terms of organization, equipment, course of study, and programs of activities. Perhaps the smaller rural schools have been neglected for a number of years in our thinking, and there is no intention here to undertake to make these small units permanent. However, as long as we undertake to teach children in such institutions, they should be made as efficient as it is humanly possible to make them. This pamphlet, therefore, gives considerable space and time to plans and organization for small rural elementary schools. It concerns itself primarily with the elementary schools just at this time because a high school handbook has already been issued. At some later period it is planned to combine both of these books into one volume covering the whole field of administrative school procedure.

Objectives of Education

It is not the purpose of the public schools to teach the children in such a way as to make automatons out of them, but to give instruction under

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such conditions as will inspire every child who comes under their tuition to make out of himself the best possible human being. It seems to me that this might be stated under four sub-heads as follows:

1. **To be an individual in his own name and right.** The schools have been accused of undertaking to run all the children through a mill and turn them out so that each one would meet identical specifications. Nothing is further, it seems to me, from the purpose of public education. From the first day a child goes to school until he shall have finished, the effort of the school is to draw out of him every possible response and to treat him in such a way that he will feel that he is an individual in his own name and right, and that he is not merely one of a group or one of a kind. This will inculcate in him the belief that he has value in his own name and in his own right. Such a feeling on the part of the child enables him to think for himself.

2. **To be a self-determining individual.** A sense of individual worth creates in a child a desire to determine for himself, in some measure, the direction in which his life shall go. In the old apprentice system he was robbed of the power of such determination. All things were settled for him when he was bound as an apprentice. Under the system of public education we are trying in eleven years to get him on a plane of intellectual development sufficiently high to enable him to reach conclusions for himself.

3. **To be a cooperative individual.** Many people now contend that this machine age has destroyed the worth of individuality, and that we must now be taught cooperation with our fellows. Cooperation involves the idea of equality among the cooperative units. In place of the power of self-determination being antagonistic to the cooperative spirit, in my opinion, it is necessary to it. Unless cooperation is on a plane of equality among the cooperating agents, then we have the relation of master to slave or king to subject.

4. **To be a participating individual.** In a democracy such as ours everyone should participate in the affairs of government. If the public schools can turn out at the end of eleven years pupils who have developed intellectual and moral qualities to such an extent that they can think for themselves and decide for themselves on proper courses of action, then we need not fear their ability and willingness to participate in the affairs of government.

I realize that these objectives of education are stated somewhat differently from the usual type of statement. It is possible that they do not cover the whole field, but if these qualities of character and individual strength can be developed through an educational process, it seems to me that the public school will serve to a large extent the purpose for which it is set up.

A. T. Allen

State Superintendent of Public Instruction.

June 23, 1932.

SOME FACTORS IN ORGANIZATION AND ADMINISTRATION OF ELEMENTARY SCHOOLS

Distribution and Assignment of Work

The success of an elementary school is largely dependent on proper organization. The distribution of the work among the several teachers is a vital problem. This is properly the function of the superintendent working through the principal. It is important that teachers know at the time of election that grade placement is in the hands of the principal.

It is desirable that the pupil-load be distributed as equitably as possible. It is undesirable organization for some teachers to be overloaded while others have comparatively few pupils. It is often necessary for teachers to have pupils from two different grades in order to equalize the pupil-load.

The practice of teaching high school pupils in an elementary school usually results in poor high school work and deprives elementary children of services rightly belonging to them. It makes proper elementary instruction almost impossible, since it usually means that the time of one teacher is taken up with high school work and the pupil-load in the elementary school is increased for the other teachers.

Certification. Each type of certificate requires a minimum training peculiar to the certificate. To change a certificate from one field to another it is necessary to have credit for all of the work prescribed for the certificate to which one wishes to change.

High School Teachers' Certificates are now issued in subjects. One is restricted to teaching in the high school the subject or subjects which appear on the certificate. These subject High School Certificates are not valid for teaching in the elementary grades.

The blanket or general High School Teacher's Certificate issued prior to July 1, 1931, is valid for teaching any subject in the high school, except Vocational Home Economics and Agriculture. The certificate, also, permits one to teach as low as the fourth grade in a standard elementary school, or in any grade of the elementary school if it is not standard. However, such practice is highly undesirable. To be issued a grade certificate, it would be necessary to meet the present requirements for the certificate desired.

Extension Work. The extension work for certificate credit includes courses taken through correspondence study instruction, extension class teaching, or work taken on the campus of an institution, if taken during the year while a regularly employed teacher. The total credit which a teacher may earn from all these sources between September 1st and June 1st shall not exceed eight semester hours. A teacher's first concern should be her teaching responsibility. The extension work should result in professional and cultural growth and development of the teacher but must not interfere with the school activities. This limitation in credit is one safeguard.

School Programs and Daily Schedules

Tentative and comprehensive programs should be worked out for the school and the individual teacher previous to the opening. These should be made cooperatively by teacher, principal and supervisor and modified as conditions warrant.

Daily schedules for the school and the individual teacher are essential to the realization of a program, and should be worked out cooperatively and tentatively with view to modifications for improvement. Some general principles to keep in mind are:

1. A schedule should take into account all of the time of all the pupils. Supervised study of all pupils not on recitation is as important as the recitation underway.
2. Every school subject should be given a definite place on the program in accordance with the time distribution. See page 79.
3. Related subjects should be grouped in sequence so as to aid the pupil in his mastery and reaction to whole and related thoughts, activities and experiences.
4. Quiet periods and active periods should alternate.
5. Subjects involving manual skill should follow quiet work.
6. Lunch should follow comparatively quiet periods.
7. Drill periods should be relatively shorter than other periods; supervised periods and creative periods should be relatively and correspondingly longer.
8. Many and short periods of ten to fifteen minutes duration are undesirable. More than twenty daily teaching periods per teacher is undesirable.
9. The teaching hours should equal the legal requirement of six hours daily.
10. A schedule should permit change as need arises.

The following steps are essential to successful schedule making:

1. List all the grades to be taught.
2. Make an equitable distribution of teaching responsibility per teacher as recommended for schools of varying sizes, and when necessary make most satisfactory combinations and alternations of grades. Note the more closely related combinations such as second and third grade language. Note the suggested alternations such as physical education and health. In the small schools consider the alternation of subjects by years. Example: Teach fourth grade geography to grades four and five one year. Teach fifth grade geography to grades four and five the following year.
3. Divide each teacher's working day into teaching periods which include all required subjects and will make possible a weekly time distribution by subjects equal to or in excess of the time distribution given on page 79.
4. Check each teacher's schedule by the principles stated above, the various types of suggested daily schedules, and its use in the classroom.
5. Revise in relation to various school needs.

Suggested daily schedules are given below for the following types of schools and suggested grade grouping:

1. One teacher or more to the grade: These grade schedules are adaptable for one or more teachers per grade. Each teacher in charge of a section of a grade should follow a similar schedule.
2. Four-teacher school: Grade I; Grades II-III; Grades IV-V; Grades VI-VII.
3. Three-teacher school: Grade I; Grades II-IV; Grades V-VII.
4. Two-teacher school: Grades I-III; Grades IV-VII.
5. One-teacher school: Grades I-VII, types A and B.

SCHOOLS WITH SEVEN OR MORE TEACHERS

DAILY SCHEDULE FOR FIRST GRADE

Time	Period (Min.)	Subject	Supervision
8:30-8:50	20	Chapel exercises in general assembly weekly or more often. and devotion on other days.	Home room chapel including music
8:50-9:05	15	Current events, conversation, planning reading activities.	Health inspection by teacher.
9:05-9:25	20	Reading Group I.	Groups II and III at work on reading activities.
9:25-9:45	20	Reading Group II.	Groups I and III at work on reading activities.
9:45-10:05	20	Reading Group III.	Groups I and II at work on reading activities
10:05-10:15	10	Relief period.	Instruction in health habits and check.
10:15-10:35	20	Play out of doors.	Supervised play—out of doors when weather permits.
10:35-10:50	15	Arithmetic—Number exercises.	
10:50-11:10	20	Language—Stories, poems, games, composition.	
11:10-11:30	20	Art—Drawing, coloring, weaving, carving, cutting, mounting.	
11:30-11:45	15	Music.	
11:45-12:05	20	Supervised lunch.	Incidental health instruction, food habits.
12:05-12:20	15	Free period.	Indirectly supervised.
12:20-12:50	30	Science, geography, history, citizenship.	
12:50-1:05	15	Spelling and writing.	Specific attention given to each.
1:05-1:25	20	Physical Education—Mon. Wed. Fri. Health—Tues. Thurs.	Direct instruction, games and personal hygiene.
1:25-1:40	15	Reading Group I.	Groups II and III at work on related reading activities.
1:40-2:05	15	Reading Group II.	Groups I and III at work on related reading activities.
2:05-2:15	10	Relief period.	Instruction in health habits and check.
2:15-2:30	15	Reading Group III.	Groups I and II at work on related reading activities.
2:30		Encouragement of individual projects, unfinished class work, easy reading in groups, supervised play or dismissed.	

DAILY SCHEDULE FOR SECOND GRADE

Time	Period (Min.)	Subject	Supervision
8:30-8:50	20	Chapel exercise in general assembly weekly or more often. and devotion on other days.	Home room chapel including music
8:50-9:05	15	Current events, conversation, planning reading activities.	Health inspection by teacher.
9:05-9:25	20	Reading Group I.	Groups II and III continue reading activities.
9:25-9:45	20	Reading Group II.	Groups I and III continue reading activities.
9:45-10:05	20	Reading Group III.	Groups I and II continue reading activities.
10:05-10:25	20	Play out of doors.	Supervised games and exercises definitely planned.
10:25-10:35	10	Relief period.	Indirectly supervised.
10:35-10:55	20	Arithmetic—Number work and problem exercises.	
10:55-11:15	20	Language—Stories, poems, games, composition.	
11:15-11:35	20	Art—Drawing, coloring, weaving, carving, modeling, mounting.	
11:35-11:50	15	Physical Education—Mon., Wed., Fri. Health—Tues., Thurs.	Direct instruction, games and personal hygiene.
11:50-12:10	20	Supervised lunch.	Incidental health instruction—food and habits.
12:10-12:20	10	Free period.	Indirectly supervised.
12:20-12:40	20	Reading Groups I and II.	Group II doing related reading activity.
12:40-1:00	20	Writing.	Including penmanship.
1:00-1:15	15	Spelling.	Words from text and a supplementary list.
1:15-1:35	20	Music.	
1:35-1:45	10	Relief period.	Indirectly supervised.
1:45-2:05	20	Reading Group III.	Groups I and II doing related reading activity.
2:05-2:35	30	Science, geography, history, citizenship.	
2:35		Encouragement of individual projects, unfinished class work, easy reading in groups, supervised play or dismissed.	

A HANDBOOK FOR ELEMENTARY SCHOOLS

DAILY SCHEDULE FOR THIRD GRADE

Time	Period (Min.)	Subject	Supervision
8:30-8:50	20	Chapel exercises in general assembly weekly or more often.	Home room chapel including music and devotion on other days.
8:50-9:00	10	Planning period.	Plan and start reading activities.
9:00-9:25	25	Reading Group I.	Group II at work on reading activities.
9:25-9:45	20	Reading Group II.	Group I at work on reading activities.
9:45-10:00	15	Spelling.	Words from text and a supplementary list.
10:00-10:05	5	Relief period.	Indirectly supervised.
10:05-10:30	25	Play out of doors.	Supervised games and exercises definitely planned.
10:30-10:55	25	Arithmetic—Number work and problems.	
10:55-11:25	30	Language—Stories, poems, games, composition, language forms.	
11:25-11:55	30	Art—Drawing, coloring, weaving, carving, cutting, mounting.	
11:55-12:15	20	Supervised lunch.	Incidental health instruction—foods and habits.
12:15-12:20	5	Free period.	
12:20-12:40	20	Reading Group I.	Group II at work on reading activities.
12:40-1:00	20	Reading Group II.	Group I at work on reading activities.
1:00-1:20	20	Writing.	Including penmanship.
1:20-1:25	5	Relief period.	
1:25-1:50	25	Physical Education—Mon., Wed., Fri. Health—Tues., Thurs.	Direct instruction, games and personal hygiene.
1:50-2:20	30	Science, geography, history, citizenship.	
2:20-2:40	20	Music.	
2:40		Encouragement of individual projects, unfinished class work, easy reading in groups, supervised play or dismissed.	

DAILY SCHEDULE FOR FOURTH GRADE

Time	Period (Min.)	Subject	Supervision
8:30-8:50	20	Chapel exercises in general assembly weekly or more often.	Home room chapel including music and devotion on other days.
8:50-9:20	30	Arithmetic.	Small groups may also be directed for needed drill.
9:20-9:50	30	Reading.	Special groups may be directed in work type and in leisure reading.
9:50-10:20	30	Language—Literature, composition, language forms, games.	
10:20-10:25	5	Relief period.	
10:25-10:50	25	Play out of doors.	Supervised games and exercises definite planned.
10:50-11:20	30	Art—Drawing, painting, weaving, carving, cutting, modeling.	
11:20-11:40	20	Music.	
11:40-12:00	20	Spelling.	Words from text and supplementary list.
12:00-12:20	20	Supervised lunch.	
12:20-12:40	10	Free period.	
12:40-1:10	30	History—Mon., Wed., Fri. Citizenship—Tues., Thurs.	Directed large units of work based on local needs.
1:10-1:30	20	Writing.	Including penmanship.
1:30-2:00	30	Geography.	
2:00-2:05	5	Relief period.	
2:05-2:30	25	Science.	
2:30-3:00	30	Health—Mon., Wed., Fri. Physical Education—Tues., Thurs.	Direct instruction, games. Personal hygiene and communicable diseases.
3:00		Pupil initiated class work, reference reading, experimentation, supervised play, unfinished work or dismissed.	

DAILY SCHEDULE FOR FIFTH, SIXTH OR SEVENTH GRADE*

Time	Period (Min.)	Subject	Supervision
8:30-8:50	20	Chapel exercises in general assembly weekly or more often. Home room chapel including music and devotion on other days.	
8:50-9:30	40	Arithmetic.	Small groups may also be directed for needed drill.
9:30-10:10	40	Geography—Mon., Wed., Fri.	Directed large units of work based on local interests.
10:10-10:15	5	Relief.	
10:15-10:45	30	Play out of doors.	Supervised games and exercises definitely planned.
10:45-11:35	50	Reading—Use of library and reference material at least once a week.	
11:35-12:10	35	Physical Education—Mon., Wed., Fri. Health—Tues., Thurs.	
12:10-12:30	20	Supervised lunch.	Incidental health instruction—foods and habits.
12:30-12:40	10	Free period.	
12:40-1:20	40	History—Mon., Wed., Fri. Citizenship—Tues., Thurs.	Directed large units of work based on local needs and interests.
1:20-1:40	20	Writing.	Including penmanship.
1:40-2:20	40	Language—Literature, composition, language forms, letters correlated with other subjects.	
2:20-2:25	5	Relief period.	
2:25-2:40	15	Spelling.	Text and supplementary list.
2:40-3:15	35	Art—Mon., Wed., Fri. Music—Tues., Thurs.	Correlated with other subjects.
3:15		Pupil initiated class work, reference reading, experimentation, supervised play, unfinished work or dismissed.	

*This schedule is adaptable to grades 5, 6 or 7 with the assumption that directed study is a part of each recitation.
Reference—The Group Study Plan. Maguire. Scribners \$1.50.

FOUR-TEACHER SCHOOL

DAILY SCHEDULE FOR GRADES TWO-THREE WITH ONE TEACHER*

Time	Period (Min.)	Subject	Supervision
8:30-8:45	15	Chapel exercises in general assembly or home room and including music, devotion and variety of pupil participation.	
8:45-8:55	10	Current events and planning reading activities.	Health inspection by teacher.
8:55-9:20	25	Reading Grade II.	Grade III continue work on reading.
9:20-9:45	25	Reading Grade III.	Grade II continue work on reading.
9:45-10:05	20	Writing.	Including penmanship.
10:05-10:15	10	Relief period.	Indirectly supervised.
10:15-10:35	20	Play out of doors.	Supervised play—out of doors whenever weather permits.
10:35-11:00	25	Arithmetic Grade III—Mon., Wed., Fri. Grade II—Tues., Thurs.	Grade II study arithmetic. Grade III study arithmetic.
11:00-11:25	25	Language Grade II**	Grade III study language.
11:25-11:45	20	Language Grade III**	Grade II do related language work.
11:45-12:05	20	Supervised lunch.	Incidental health instruction—food and habits.
12:05-12:20	15	Free period.	
12:20-12:40	20	Spelling.	Words from text and a supplementary list.
12:40-1:00	20	Reading Grades II.	Grade III read science material.
1:00-1:30	30	Art—Drawing, coloring, weaving, carving, modeling, mounting.	Grade and groups of special interests supervised in large and related units of work.
1:30-2:00	30	Physical Education—Mon., Wed., Fri. Health—Tues., Thurs.	Direct instruction, games and personal hygiene.
2:00-2:05	5	Relief period.	
2:05-2:25	20	Music.	
2:25-2:55	30	Science, geography, history, citizenship.	
2:55		Projects based on pupil interest, easy reading in groups, unfinished pupil work or dismissed.	

*Ordinarily the grouping in a four-teacher school would be: first grade; second and third; fourth and fifth; sixth and seventh. See first grade schedule.

**Language, including stories, poems, composition, letters, language forms and games.

DAILY SCHEDULE FOR GRADES FOUR-FIVE WITH ONE TEACHER

Time	Period (Min.)	Subject	Supervision
8:30-8:45	15	Chapel exercises in general assembly or home room and including music, devotion and varied pupil participation.	
8:45-8:55	10	Planning reading activities.	Health inspection by teacher.
8:55-9:20	25	Reading Grade IV.	Grade V continue study of reading.
9:20-9:45	25	Reading Grade V.	Grade IV do related reading or language work.
9:45-10:05	20	Arithmetic Grade IV.	Grade V study arithmetic.
10:05-10:15	10	Relief period.	
10:15-10:35	20	Play out of doors.	Games and exercises definitely planned and supervised in the open when weather permits.
10:35-10:55	20	Arithmetic Grade V.	Grade IV study arithmetic.
10:55-11:20	30	Language—Literature, pictures, composition, letters, language, forms.	Grades and groups directed in large units of work.
11:20-11:50	30	Art—Drawing, modeling, painting, weaving, carving, mounting.	
11:50-12:10	20	Supervised lunch.	Incidental health instruction—food and habits.
12:10-12:20	10	Free period.	
12:20-12:40	20	Spelling.	Grade material in text and supplementary list. Grade not reciting study spelling.
12:40-1:00	20	History Grade IV.	Grade V study history.
1:00-1:25	25	History Grade V.	Grade IV study geography.
1:25-1:50	25	Geography Grade IV.	Grade V study geography or related material.
1:50-2:15	25	Physical Education.	Direct instructions, games, personal hygiene and communicable diseases.
2:15-2:20	5	Relief period.	
2:20-2:50	30	Geography V—Mon., Wed., Fri. Science IV-V—Tues., Thurs.	Grade IV study science or related material.
2:50-3:10	20	Music—Mon., Wed., Fri. Writing—Tues., Thurs.	Direct instruction, games, and supervised hygiene.
3:10		Group projects, easy reading in groups, unfinished class work, supervised play or dismissed.	

DAILY SCHEDULE FOR GRADES SIX-SEVEN WITH ONE TEACHER

Time	Period (Min.)	Subject	Supervision
8:30-8:45	15	Chapel exercises in general assembly or home room and including music, devotion and variety of pupil participation.	
8:45-9:20	35	Arithmetic Grade VI.	Grade VII study arithmetic.
9:20-9:50	30	Arithmetic Grade VII.	Grade VI study arithmetic.
9:50-10:10	20	Spelling Grade VI—Mon., Wed., Fri. Grade VII—Tues., Thurs.	Grade not reciting should study spelling.
10:10-10:15	5	Relief period.	
10:15-11:15	60	Reading Grade VI—Mon., Wed. Grade VII—Tues., Thurs. Library VI-VII—Friday.	Grade VII** study reading. Grade VI** study reading.
11:15-11:55	40	History and citizenship Grade VII.	Grade VI study history or science.
11:55-12:15	20	Supervised lunch.	Incidental health instruction—foods and habits.
12:15-12:20	5	Free period.	
12:20-1:00	40	History Grade VI—Mon., Wed., Fri. Science Grades VI-VII—Tues., Thurs.	Grade VII study history.
1:00-2:00	60	Language**.	Grades and groups directed in large units of work.
2:00-2:25	25	Physical Education—Mon., Wed., Fri. Health—Tues., Thurs.	Direct instruction, games, personal hygiene and communicable diseases.
2:25-2:30	5	Relief period.	
2:30-3:00	40	Art—Tues., Thurs. Music—20 mins. Mon., Wed., Fri. Writing—20 mins. Mon., Wed., Fri.	Grades and groups directed in related and large units of work.
3:10-4:00	50	Geography Grade VI—Mon., Wed., Fri. Grade VII—Tues., Thurs.	Grade not reciting should have definite study plans and checks.

**Ten minutes should be used for definite assignment and checking on study groups.

THREE-TEACHER SCHOOL

DAILY SCHEDULE FOR GRADES TWO-FOUR WITH ONE TEACHER*

Time	Period (Min.)	Subject	Supervision
8:30-8:45	15	Chapel exercises in general assembly or home room and including music, devotion and varied pupil participation.	
8:45-9:00	15	Current events and planning reading activities.	Health inspection by teacher.
9:00-9:25	25	Reading Grade II.	Grades III and IV continue reading activities.
9:25-9:50	25	Reading Grade III.	Grades II and IV continue reading activities.
9:50-10:10	20	Reading Grade IV.	Grades II and III continue related reading activities.
10:10-10:20	10	Relief period.	
10:20-10:40	20	Play out of doors.	Carefully planned and supervised play in the open when weather permits.
10:40-11:00	20	Arithmetic Grade II.	Grades III and IV at work on arithmetic.
11:00-11:30	30	Arithmetic Grade III—Tues., Thurs. Grade IV—Mon., Wed., Fri.	Grades not on recitation study arithmetic.
11:30-11:50	20	Spelling Grades II-IV.	Grade text and supplementary lists. Study periods for pupils not on recitation.
11:50-12:10	20	Supervised lunch.	Incidental health instruction—food and habits.
12:10-12:20	10	Free period.	
12:20-12:35	15	Reading Grade II.	Grades III-IV do remedial reading work.
12:35-1:00	25	Language Grades II and III.	Grade IV study language.
1:00-1:25	25	Language Grade IV—Tues., Wed., Thurs., Fri. Art Grades II-IV—Mon.	Pupils not reciting study language.
1:25-1:55	30	Science Grades II-IV—Mon., Tues., Thurs., Fri. Art Grades II-IV—Wed.	
1:55-2:05	10	Relief period.	
2:05-2:30	25	Physical Education—Mon., Wed., Fri. Health—Tues., Thurs.	Direct instruction, games and personal hygiene.
2:30-2:55	25	History Grade IV—Mon., Tues., Wed., Thurs. Art Grades II-IV—Fri.	Grades II and III study history and science.
2:55-3:20	25	Geography Grade IV—Mon., Tues., Wed., Thurs. Art Grades II-IV—Fri.	Grades not reciting study geography.
3:20-3:40	20	Music—Mon., Wed., Fri. Writing—Tues., Thurs.	Including penmanship.
3:40		Unfinished pupil work, individual and group projects, easy reading or dismissed.	

*Ordinarily the grouping in a three-teacher school would be: first grade; second-third-fourth; fifth-sixth-seventh. See first grade schedule.

DAILY SCHEDULE FOR GRADES FIVE-SEVEN WITH ONE TEACHER

Time	Period (Min.)	Subject	Supervision
8:30-8:45	15	Chapel exercises in general assembly or home room and including music, devotion and varied pupil participation.	
8:45-8:55	10	Planning arithmetic work.	Health inspection by teacher.
8:55-9:20	25	Arithmetic Grade V.	Grades VI and VII study arithmetic.
9:20-9:45	25	Arithmetic Grade VI.	Grades V and VII study arithmetic.
9:45-10:10	25	Arithmetic Grade VII.	Grades V and VI study arithmetic.
10:10-10:20	10	Relief period.	
10:20-10:40	20	Play out of doors.	Carefully planned and supervised in open when weather permits.
10:40-11:30	50	Reading Grades V-VII including one library period per week.	Special study groups given definite assignments and checks.
11:30-11:50	20	Writing.	Including penmanship.
11:50-12:10	20	Supervised lunch.	Incidental health instruction—food and habits.
12:10-12:20	10	Free period.	
12:20-12:45	25	Language Grade V—Mon., Wed., Fri. Music Grades V-VII—Tues., Thurs.	Grades VI and VII study language.
12:45-1:20	35	Language Grades VI-VII.	Special study groups given definite assignments and checks.
1:20-2:00	40	Art Grades V-VII—Mon., Wed., Fri. Science Grades V-VII—Tues., Thurs.	
2:00-2:20	20	Spelling.	Grade text and supplementary list.
2:20-2:50	30	History Grades V-VII—Mon., Wed., Fri. Grade VII—Tues., Thurs.	Grades not reciting study spelling. Grade VII study history. Grades V and VI study history.
2:50-3:00	10	Relief period.	
3:00-3:25	25	Physical Education—Mon., Wed., Fri. Health—Tues., Thurs.	Direct instruction, games, personal hygiene and communicable diseases.
3:25-3:50	25	Geography Grades VI-VII—Mon., Wed., Fri. Grade V—Tues., Thurs.	Grade V study geography. Grades VI and VII study geography.
3:50		Unfinished pupil work, individual and group projects, easy reading or dismissed.	

TWO-TEACHER SCHOOL

DAILY SCHEDULE FOR GRADES ONE-THREE WITH ONE TEACHER

Time	Period (Min.)	Subject	Supervision
8:30-8:45	15	Chapel exercises in general assembly or home room and including music, devotion and pupil participation.	
8:45-8:55	10	Planning reading activities.	Health inspection by teacher.
8:55-9:20	25	Reading Grade I.	Beginners and repeaters should be in separate groups and one have directed reading while other recites. Grades II and III continue reading activities.
9:20-9:40	20	Reading Grade II.	Grades I and III at work on related reading activities.
9:40-10:00	20	Reading Grade III.	Grades I and II at work on related reading activities.
10:00-10:20	20	Writing Grades I-III.	Including penmanship and individual teacher attention.
10:20-10:30	10	Relief period.	Indirectly supervised.
10:30-10:45	15	Play out of doors.	
10:45-11:05	20	Arithmetic—Grades I and II.	Grade III study arithmetic.
11:05-11:25	20	Arithmetic Grade III.	Grades I and II at work on related number exercises.
11:25-11:50	25	Science, geography, history, citizenship.	
11:50-12:10	20	Music.	
12:10-12:30	20	Supervised lunch.	Incidental health instruction—foods and habits.
12:30-12:40	10	Free period.	
12:40-1:10	30	Language—Stories, poems, composition, letters, language.	Grade and pupil interest groups should be formed for these periods of direct and indirect supervision throughout the series of recitations.
1:10-1:35	25	Art—Drawing, coloring, weaving, carving, modeling, mounting.	
1:35-1:55	20	Spelling.	
1:55-2:20	25	Physical Education—Mon., Wed., Fri.	Direct instruction, games and personal hygiene.
2:20-2:30	10	Health—Tues., Thurs.	
2:30-2:30	10	Relief period.	
2:30-3:00	30	Reading Grades I-III.	Grades or groups not reciting should be doing related reading activities.
3:00		Unfinished work, pupil interest projects, manual arts, or dismissed.	

DAILY SCHEDULE FOR GRADES FOUR-SEVEN WITH ONE TEACHER

Time	Period (Min.)	Subject	Supervision
8:30-8:45	15	Chapel exercises in general assembly or home room and including music, devotion and pupil participation.	
8:45-8:55	10	Planning reading activities.	Health inspection by teacher.
8:55-9:20	25	Reading Grade VI—Mon., Wed., Fri.	Other grades continue reading activities.
		Grade VII—Tues., Thurs.	
9:20-9:40	20	Reading Grade V.	Grade IV study arithmetic.
9:40-10:00	20	Reading Grade IV.	Grades VI-VII continue work on reading.
10:00-10:20	20	Writing Grades IV-VII.	Grades V-VII study arithmetic.
10:20-10:30	10	Relief period.	Including penmanship.
10:30-10:45	15	Play out of doors.	Supervised games and exercises definitely planned.
10:45-11:10	25	Arithmetic Grades VI-VII.	Grades IV-V study history.
11:10-11:55	25	Arithmetic Grades IV-V—Mon., Wed., Fri.	Grades VI-VII study history.
		Grades VI-VII—Tues., Thurs.	Grades IV-V study history.
11:55-12:10	15	Spelling Grades IV-V—Mon., Wed., Fri.	Grades VI-VII study spelling.
		Grades VI-VII—Tues., Thurs.	Grades IV-V study spelling.
12:10-12:30	20	Supervised lunch.	Incidental health instruction—foods and habits.
12:30-12:40	10	Free period.	
12:40-1:20	30	Language Grades IV-V—Mon., Wed., Fri.	Grades VI-VII study language.
		Grades VI-VII—Tues., Thurs.	Grades IV-V study language.
1:20-1:40	20	Art Grades VI-VII—Mon., Wed., Fri.	Grades IV-V assigned work in art.
		Grades IV-V—Tues., Thurs.	Grades VI-VII assigned work in art.
1:40-2:00	20	Music Grades IV-V—Mon., Wed., Fri.	Grades VI-VII study science.
		Grades VI-VII—Tues., Thurs.	Grades IV-V study science.
2:00-2:20	20	Physical Education Grades IV-VII.	Direct instruction, games and personal hygiene.
2:20-2:25	5	Health.	
2:25-2:55	30	Relief period.	
		History and Citizenship:	
		Grades VI-VII—Mon., Wed., Fri.	Grades IV-V study geography.
		Grades IV-V—Tues., Thurs.	Grades VI-VII study geography.
2:55-3:25	30	Geography Grades IV-V—Mon., Wed., Fri.	Grades VI-VII work on reading or individual needs.
		Grades VI-VII—Tues., Thurs.	Grades IV-V work on reading or individual needs.
3:25-3:50	25	Science Grades IV-VII.	
3:50		Unfinished work of individuals, easy reading in groups, supervised play, dismissed.	

ONE-TEACHER SCHOOL

DAILY SCHEDULE FOR SEVEN GRADE ELEMENTARY SCHOOL WITH ONE TEACHER—TYPE A, GROUP PLAN

Time	Period (Min.)	A GROUP Beginners First Grade	B GROUP Second and Third Grades	C GROUP Fourth and Fifth Grades	D GROUP Sixth and Seventh Grades
8:30-8:45	15	Chapel exercises including music devotion and varied pupil participation.			
8:45-8:55	10	Starting group work Grades I-VII and Health Inspection.			
8:55-9:10	15	READING	Study Reading	Study Language	Study Language
9:10-9:30	20	Related Reading activities	READING	Study Language	Study Language
9:30-10:00	30	Check Reading	Study Reading	LANGUAGE	LANGUAGE
10:00-10:10	10	Relief	Study Spelling	Study Spelling	Study Spelling
10:10-10:30	20	Physical Education Instruction and Supervised Play Grades I-VII			
10:30-10:55	25	ARITHMETIC	ARITHMETIC	Study Arithmetic	Study Arithmetic
10:55-11:20	25	Related seat work	Related seat work	ARITHMETIC	ARITHMETIC
11:20-11:40	20	SPELLING GRADES I-VII			
11:40-12:20	40	ART GRADES I-VII—Monday, Wednesday MUSIC GRADES I-VII—Tuesday, Thursday SCIENCE GRADES I-VII—Friday			
12:20-12:40	20	SUPERVISED LUNCH GRADES I-VII			
12:40-12:50	10	Free Period			
12:50-1:10	20	READING and LANGUAGE	Study Reading and Language	Study Reading	Study Reading
1:10-1:30	20	Related Study	READING and LANGUAGE	Study Reading	Study Reading
1:30-2:00	30	Related Study	Related Study	READING	READING
2:00-2:20	20	WRITING GRADES I-VII			
2:20-2:30	10	Relief Period			
2:30-3:00	30	Language and Citizenship	Language and Citizenship	GEOGRAPHY	Study Geography
3:00-3:30	30	Related Science or Citizenship work or dismissed	Related Science or Citizenship	Study History	GEOGRAPHY
3:30-4:00	30	Easy Reading or dismissed	Easy Reading or dismissed	HISTORY—Tues., Thurs.	HISTORY—Mon., Wed., Fri.

DAILY SCHEDULE FOR SEVEN-GRADE ONE-TEACHER ELEMENTARY SCHOOL*—TYPE B

Time	Period (Min.)	Subject	Suggestions
8:30-8:40	10	Opening Exercises 1-7	This period should be used to plan individual grade work. During these periods Grade 1 should recite reading; Grades 2-4 should prepare reading and Grades 5-7 should recite arithmetic under supervision. During this period Grades 2-4 should recite reading and Grades 5-7 should recite language under supervision.
8:40-8:45	5	Planning period 1-7	
8:45-9:05	20	Reading Section A 1	
9:05-9:25	20	Reading Section B 1	
9:25-9:45	20	Reading 2	
9:45-10:05	20	Reading 3-4	Grades and groups not reciting should have language work to do at their seats. Language work for Grades 1-2 should extend through arithmetic periods for upper grades. All the pupils in Grades 3-7 when not in recitation should spend this time on arithmetic. Small groups may be formed for needed drill. When common difficulties are encountered in different grades grouping should be on basis of these difficulties rather than by grades.
10:05-10:20	15	Recess 1-7	
10:20-10:40	20	Language 1-2	
10:40-10:55	15	Language 3-4	
10:55-11:10	15	Arithmetic 5	All the pupils in Grades 3-7 when not in recitation should spend this time on arithmetic. Small groups may be formed for needed drill. When common difficulties are encountered in different grades grouping should be on basis of these difficulties rather than by grades.
11:10-11:30	20	Arithmetic 3-4	
11:30-11:50	20	Art 1-7—Monday, Tuesday; Music 1-7—Wednesday, Thursday;	Grades 1-3 should do carefully graded and planned reading seat work. Grade 4 may do easy and independent reading. This period should be carefully supervised.
11:50-12:15	25	Health 1-7 Friday. Reading 5-7	
12:15-12:35	20	Supervised lunch 1-7	Grades 1-2 do reading seat work; Grades 3-4 science, Grades 4-7 science and history. All pupils not reciting should continue plans through next period. Grades 2-3 do carefully planned arithmetic seat work; Grades 4-7 do geography and science seat work through this and next period. Writing, spelling and physical education are definite teaching periods for different grade levels. Grades 1-3 under supervision do construction work and science emphasizing manual arts and nature. Grades 1-2 continue supervised study; grades 4-7 study history. Grades 1-3 under supervision do related reading seat work.
12:35-12:45	10	Rest Period 1-7	
12:45-12:50	5	Planning Period 1-7	
12:50-1:05	15	Reading Section A 1	
1:05-1:20	15	Reading Section B 1	Grades 1-3 under supervision do construction work and science emphasizing manual arts and nature. Grades 1-2 continue supervised study; grades 4-7 study history. Grades 1-3 under supervision do related reading seat work.
1:20-1:35	15	Reading 2	
1:35-1:50	15	Writing and Spelling 1-7	Grades 1-3 under supervision do construction work and science emphasizing manual arts and nature. Grades 1-2 continue supervised study; grades 4-7 study history. Grades 1-3 under supervision do related reading seat work.
1:50-2:05	15	Physical Education 1-7	
2:05-2:20	15	Recess 1-7	Grades 1-3 under supervision do construction work and science emphasizing manual arts and nature. Grades 1-2 continue supervised study; grades 4-7 study history. Grades 1-3 under supervision do related reading seat work.
2:20-2:40	20	Geography 4-5—Monday, Tuesday; Geography 6-7—Wednesday, Thursday, Friday	
2:40-3:00	20	Reading 3—Monday, Tuesday; Science** 1-3—Wednesday, Thursday, Friday	Grades 1-3 under supervision do construction work and science emphasizing manual arts and nature. Grades 1-2 continue supervised study; grades 4-7 study history. Grades 1-3 under supervision do related reading seat work.
3:00-3:20	20	History*** 4-5—Monday, Tuesday; History*** 6-7—Wednesday, Thursday, Friday	

*This program distributes the time allotment in the traditional manner and is not the most acceptable but may be used by the conventional teacher.

**Science, Nature Study, Geography, Citizenship, History.

***History and Citizenship.

Records and Reports

Keeping the register. Full instructions for keeping the register are given in the register itself. The information contained is the basis of the teachers' monthly and yearly summaries and should be kept complete and up-to-date, day by day. Registers should be examined periodically by principals to see that they are properly kept.

Special attention is called to what constitutes a legal absence. The practice of counting a pupil present because the bus fails to run is illegal. A child is either present or absent and the question of the cause does not enter into it. This should include pupils who have reported and have been excused for the day. In other words, a pupil should be counted absent when for any reason he is not in school for at least half of the day.

Making reports. All reports should be made promptly and in full. The following is a list of reports required:

1. *Teachers' reports*—
 - a. Monthly summary to the principal.
 - b. Yearly summary to the principal.
 - c. Such other reports as may be required by the principal or superintendent.
2. *Principals' reports*—
 - a. Monthly statistical report to the superintendent.
 - b. Annual statistical report to the superintendent.
 - c. High School Principal's Preliminary Report.
 - d. High School Principal's Annual Report.
 - e. Monthly and annual transportation reports to the superintendent.
 - f. Preliminary and annual reports of the elementary principal (For standard elementary schools only).
3. *Superintendents' reports*—
 - a. Preliminary statistical report (counties only).
 - b. Annual statistical report.
 - c. Annual transportation report (counties only).
 - d. Annual financial report.
 - e. Audit.

Substitute Teachers

Substitute teachers are employed just as in the case of regular teachers. Each substitute teacher should be paid in accordance with the salary rating of the certificate she holds.* Whenever a substitute teacher does not hold a certificate, the salary shall be on the basis of a County Second Grade Certificate when paid out of State funds.

Making Up Holidays

The legal school month is 20 days, exclusive of holidays. Therefore, all holidays shall be made up so that there shall be 20 teaching days in each and every month taught. See Chapter 430, sec. 12, Public School Laws, 1931.

Use of the Course of Study

Every teacher should have and *use* a copy of the State Course of Study. It is a set of specifications in the hands of the teacher for doing the job of teaching. It should be purchased by the counties and cities and placed in the hands of each teacher, or the teacher should be required to buy her own copy before the beginning of the session. Copies can be secured through the county superintendent, when purchased in quantities of ten or more, at a cost of 50 cents for the paper binding or \$1.00 for cloth binding. Single copies may also be secured from the State Department of Public Instruction, Raleigh, N. C. Price in paper binding 60 cents, cloth binding \$1.00.

*Provided this salary shall not exceed the salary rating of the regular teacher.

Classifying and Promoting Pupils

For aid in classifying and promoting pupils teachers are referred to the section on attainments, page 25, and to the outline for teachers' meetings on page 53.

Tests and Measurements

An adequate and periodic measure of pupil ability is essential to the intelligent classification, instruction and promotion of pupils. Those who teach for the sake of imparting or drilling facts to the neglect of an adequate measure of pupil ability waste much of the teacher's and the pupil's time. Those who attempt to measure pupils use non-standardized or standardized tests. Both should be used to complement or supplement each other. In order to fit the school organization and the school work to the needs of pupils it is important that pupils be given an intelligence test and a battery of educational achievement tests and that the combined results be used for the following purposes: (1) as a guide in classifying pupils for teaching purposes; (2) to measure the progress made by the pupils from time to time and thereby stimulate all to greater effort; (3) to diagnose pupil's difficulties along certain lines; (4) to help teachers form standards and become more expert in evaluating the activities of pupils; and (5) to make comparisons within the county and with national standards.

Intelligence tests should be given one, two, or possibly three times during the elementary school period and as determined by the degree of satisfaction in the administration of the test.

Educational tests for the various school subjects are available in copies for the individual pupil and including directions and answers, but are not intended for teaching or drill purposes. *A standard test should never be taught.* Tests are for survey and diagnostic purposes and should be used only under the direction of the county superintendent or the school principal and preferably both.

The county should have a county-wide testing program to include all or certain schools and in specific fields of subject matter. The testing program should be determined cooperatively by the county superintendent and school principals, and administered by the superintendent, principals and teachers. Cases of rare exception only should exist.

Standardized tests are generally administered at the middle and end of the year, except for first grade at the beginning of the year. Results from the previous year are used for classifying, sectioning and planning of remedial programs at the beginning of the year. Testing should always be followed by professional meetings and remedial teaching.

Under the direction of the State Department of Public Instruction two types of tests are released to superintendents only and just preceding the closing of the year's work, namely:

1. The North Carolina High School Senior Examination.
2. The North Carolina Elementary School Examination.

The following are types of reliable tests and scales:

Oral reading test:

Gray. Standardized Reading Paragraphs and Oral Reading. Check tests. Public School Publishing Company, Bloomington, Ill.

Silent reading tests:

Haggerty's Achievement Examination in Reading. Sigma I. World Book Company, Yonkers, N. Y.

Gates Primary Reading Tests. Bureau of Publications, Teachers College, Columbia University, New York.

Language tests:

Charters' Diagnostic Language Tests—Pronouns, Verbs, Miscellaneous A and Miscellaneous B, Grades III to VIII, Forms 1 and 2. Public School Publishing Company, Bloomington, Ill.

Hudelson English Composition Scale, Grades IV to XII. World Book Company, Yonkers, N. Y.

Spelling scales:

The Buckingham Extension of the Ayres Spelling Scale. Public School Publishing Company, Bloomington, Ill.

The Morrison McCall Spelling Scale. World Book Company, Yonkers, N. Y.

Geography tests:

Buckingham-Stevenson Information Problems Test in United States Geography. Grades VI to IX. Two forms. Public School Publishing Company, Bloomington, Ill.

Courtis Supervisory Test in Geography. Test A, Grades V-B to VI-A; Test B, Grades IV-A. to VII-A. Forms A and B. S. A. Courtis, 1807 E. Grand Blvd., Detroit, Michigan.

History test:

Harlan Test of Information in American History. Grades VII and VIII. Public School Publishing Company, Bloomington, Ill.

Handwriting scales:

Ayre's Handwriting Scale (Gettysburg Edition). Elementary or High School. Russell Sage Foundation, New York.

Freeman Chart for Diagnosing Faults in Handwriting. Range: all grades. Houghton Mifflin Company, Boston, Mass.

For a general testing program in the high school the following tests are recommended:

For first and second year high school—*New Standard Achievement Test—Advanced Examination*, by Kelley, Ruch and Terman. This comprises a battery of achievement tests designed to measure the knowledge and ability of pupils in reading, spelling, language and literature, history and civics, geography, physiology and hygiene, and arithmetic. Forms V, W, X, and Y, \$2.00 net per package of 25, including Directions for Administering, and Class Record. Guide for Interpreting, 15 cents net. School Summary Record 20 cents net. Specimen set (Includes Guide) 50 cents postpaid. World Book Company, Yonkers, N. Y.

For third and fourth years—*The High School Achievement Examination*, by W. W. D. Sones and David P. Harry, Jr. This test covers in four separate parts language and literature, mathematics, natural science and social studies. Forms A and B, \$1.90 net per package of 25 with Manual of Directions, Key and Class Record. Specimen set, 25 cents postpaid. World Book Company, Yonkers, N. Y.

Intelligence Test—*Group Test of Mental Ability*, by Lewis M. Terman. This is a simple test of high reliability for use in grades 7 to 12. Forms

A and B, \$1.20 net per package of 25 with Manual of Directions, Key, and Class Record. Specimen set 20 cents postpaid. World Book Company, Yonkers, N. Y.

For a more detailed statement regarding standard tests for high schools see High School Manual, 1929, pp. 36-38.

Instructional Supplies

The present system of financing the six months school term provides for the purchase of instructional supplies on the basis of the amount set up by the Board of Equalization on a per teacher basis.

In order to differentiate between a supply and a piece of equipment the following definitions should be considered:

1. *Supply* is any article, the use of which involves its consumption.
2. *Equipment* is any article which is used for year to year.

Instructional Supplies should not be confused with *equipment* (such as chairs, tables, books, charts, wall maps, globes, pictures, brooms, towels, etc.) but may be differentiated from equipment by the fact that the teacher or pupils use up the *supplies* in the teaching.

Instructional supplies may be purchased by the teacher only when private donations and personal moneys are being used. The purchase of instructional supplies from public school funds should be made by the county or city superintendent by and with the approval of the Division of Purchase and Contract.

The following is a list of suggested supplies. Information concerning the uses and prices of these articles will be given in a bulletin to be prepared later by the State Department of Public Instruction.

Paper	Stencils	Paint
Drawing paper		Oil Paints
Penmanship paper	Pencils	Cold water paints
Construction paper		Paint brushes
Bogus paper	Crayons	
Wrapping paper	Blackboard crayon	Erasers
Unprinted news- paper	Paper crayon	Pencil
Hectograph paper	Poster crayon	Ink
Mimeograph paper		Art
Tag board	Modeling clay	Linoleum
Bristol board	Weaving Materials	
Book-making	Cotton	Woodwork
Cover board	Wood	Soft wood or lumber
Binder	Dyes	Nails
Awl	Stationary	Screws
Cord	Envelopes	
Page material	Paper	Educational Tests
Raffia	Reading seat work ma- terial	Intelligence
Thread		Achievement
Needles	Arithmetic drill ma- terials	Current daily or weekly news bulletins.
Ink		
Duplicating ink	Paste	
Penmanship ink	Glue	
India Ink		

CAUTION: The amount of State money for instructional supplies is limited. Care should be used in making the order so that as many items may be included as possible. The basic essentials should be given first consideration.

School Property

Care of Property. The Public School Law, Part V, Sec. 168, reads as follows:

"It is the duty of the teachers and principals in charge of school buildings to instruct the children in the proper care of public property, and it is their duty to exercise due care in the protection of school property against damage, either by defacement of the walls and doors or breakage on the part of the pupils, and if they shall fail to exercise reasonable care in the protection of property during the school day, they may be held financially responsible for all such damage, and if the damage is due to carelessness or negligence on the part of the teachers or principal, the superintendent may hold those in charge of the building responsible for the damage, and if it is not repaired before the close of the term a sufficient amount may be deducted from their final vouchers to repair the damage for which they are responsible under the provisions of this section. If any child in school shall carelessly or willfully damage school property, the teacher shall report the damage to the parent, and if he refuses to repair the same, the teacher shall report the offence to the superintendent of public welfare."

School Housekeeping. The following score card indicates the items upon which emphasis should be placed in good school housekeeping. It has been used in approximately this form in a number of counties. The score may be recorded by the week or month, and may be used as a basis for comparison of rooms and buildings. A good score on this scale will indicate a good physical condition for carrying on the work of the school. The aim should be a 100 % score.

SCALE OF POINTS		Possible Score
I. THE SCHOOL GROUNDS.		
1. Free from papers, rocks, and trash.....	2	
2. Containers for waste paper and trash.....	1	
3. Parking restriction observed	1	
4. Walks free from mud in rainy weather.....	1	
II. CORRIDORS, STAIRWAYS, AUDITORIUM, VACANT AND SUPPLY ROOMS.		
1. Swept as often as needed to keep clean.....	1	
2. Walls and ceilings clean, free from dust and markings.....	1	
3. All windows, doors, and transoms clean.....	1	
4. Bulletin boards neat and up-to-date.....	1	
5. Well-ordered furnace room free from trash.....	2	
6. Drinking fountains clean and floor around dry (or clean stone crock with cover and faucet with individual drinking cups).....	2	
III. THE TOILETS.		
1. Lavatories and commodes scrubbed daily.....	5	
2. Free from obscene or defacing marks.....	1	
3. Cement floor scrubbed twice a week and swept daily, or well-oiled wooden floors swept daily.....	5	
4. Inspected daily by a teacher.....	2	
5. Toilet paper holder supplied with paper for each commode.....	1	
6. Containers sufficient for waste paper.....	1	
7. Individual towels and liquid soap.....	1	
IV. SWEEPING AND DUSTING.		
1. Oiled floor, or use of sweeping compound (damp sawdust or bits of dampened paper) when sweeping	2	
2. Sweeping after school hours with windows open.....	2	
3. Dusting with oiled or dampened cloth.....	2	
V. PUPIL COOPERATION.		
1. Taking pride in schoolroom	1	
2. Working together in care of grounds.....	1	
3. Caring for school materials and property	2	
4. Setting an example of good school spirit to other boys and girls.....	1	

SCALE OF POINTS

Possible Score

VI. THE CLASSROOM.

1. The floor free from paper and other litter.....	2
2. The walls and ceiling (including light fixtures)—	
a. Clean, free from dust and marks.....	1
b. No pictures tacked on plastered walls.....	1
3. Doors and transoms clean and in good repair.....	1
4. Windows—	
a. Clean.....	5
b. Free from broken panes.....	1
c. Easily raised from bottom and lowered from top.....	1
d. Stick for adjusting top sash, if beyond reach of teacher.....	1

VII. THE CLOAK ROOMS.

1. Orderly arrangement of coats and hats.....	2
2. Floor clean and free from trash.....	1
3. Hook for each pupil.....	1
4. Shelf or cupboard for lunch boxes.....	1
5. All heavy coats removed and placed on hooks.....	2

VIII. THE SCHOOL FURNITURE (OFFICE, CLASSROOM, LIBRARY).

1. The teacher's desk—	
a. Books well arranged.....	1
b. Records easily accessible.....	1
2. Seats and desks—	
a. Adjusted to fit pupil, and in good repair with shelf.....	2
b. Books and papers neatly arranged in desks.....	2
3. The book case or book closet—	
a. Books arranged in orderly rows.....	1
b. Papers and seat work material arranged in orderly piles.....	1
c. Books and material free from dust.....	1
4. The radiator (or stove with open vessel of water)—	
a. Clean.....	1
b. Floor around free from dust and trash.....	2
5. The waste basket frequently emptied (lined, if wire).....	1

IX. OTHER ESSENTIONS.

1. Window shades—	
a. Easily and properly adjusted.....	3
b. Free from holes, tears, and decorations.....	1
2. The bulletin board—	
a. Bulletin board neatly made, framed if possible.....	2
b. All display work hung on bulletin board.....	1
3. The blackboards—	
a. Free from posters and cleaned daily.....	1
b. All display work hung on bulletin board.....	1
c. Erasers cleaned daily out of doors.....	1
4. Cleaning utensils, placed in closet.....	1
5. Vases, flowers, and plants—	
a. Clean, attractive vases or glasses for flowers.....	1
b. Well kept plants (should add to beauty of room).....	1
c. Plate, pan, or bucket lid under each potted plant.....	1
6. Pictures—	
a. Suitable for school room.....	1
b. Well placed, and hung with two vertical wires flat against wall as near eye level as possible.....	1

X. HEATING AND VENTILATION.

1. Uniform temperature of 68°, or 72° during cold weather.....	5
2. Taking temperature at least 3 times a day.....	3
3. Room ventilated by lowering windows at top.....	3

Total Score..... 100 points

(Total classroom score VI-X is 60 points. Special recognition should be shown rooms excelling in "V—Pupil Cooperation.")

The School Building. The construction of a school building is a matter of such importance and represents such an outlay of money, in the case of a large building, that an architect will be employed to draw the plans, in most cases. The employment of an architect, however, and the letting of the contract, does not relieve the superintendent and principal of their responsibility. They should add their practical knowledge and experience to the architects technical knowledge and skill. Every school plan should be most carefully checked by the superintendent and principal who should study school planning in order to pass intelligently upon problems which arise. An intelligent superintendent or principal can prevent serious

mistakes in architects' plans by studying such plans thoroughly and by passing upon them in the light of the purpose to be served by a particular building.

Lighting and Ventilation. Every principal should insist upon an adequate amount of light in a school room, the amount of window space being not less than one-fifth of the floor space. This is a simple matter and yet it is violated almost constantly. The proper lighting of halls seems to be neglected in many instances. By asking, "Where is the light coming from?" the superintendent can raise an important question which the architect and builder should answer with reference to classrooms, cloak rooms, halls, corridors, basements, and any other space which is to be used.

The proper ventilation of a school building is a matter of real importance. Scientific principles should be employed and adequate provision should be made.

Heating. The climate of North Carolina is delightful, but it is necessary to provide for adequate heat in school buildings. In every building with five rooms or more there should be a central heating plant. This will prove to be vastly more satisfactory and almost as economical as the use of stoves in the classrooms. The cheapest system is not always the most economical. Steam heat or vapor has been found to be the most satisfactory. A hot air system should not be used. The superintendent should insist upon the system suggested by scientific study and practical experience.

A thermometer should be placed in each classroom in order that the teacher and pupils may know what the temperature is at any time. It should be 68° to 70°.

Water Supply. An adequate supply of pure water constitutes one of the greatest problems confronting rural schools particularly. Every effort, however, should be made to solve this problem on account of its relationship to the health of school children. Provision should be made for water supply before the schoolhouse is occupied by the pupils.

A recent bulletin of the State Board of Health gives valuable information and suggestions:

"Ordinarily safe drinking water is assured when the water comes from a municipal water supply. When such a supply is not available it becomes necessary to obtain water from wells or springs. Under no condition should an open well or open spring be used for a school water supply, as samples taken from such wells and springs practically always show pollution. All wells and springs should be carefully protected from surface drainage and contamination from the top; that is, the tops of all wells should be closed with a water tight cover so as to thoroughly exclude all surface drainage, wastes, and other pollution which might otherwise enter through the open top.

"Buckets and ropes, or chains, are some of the greatest sources of well pollution for the reason that human hands are so often contaminated with disease-producing fecal matter. In the process of securing the water this disease-laden matter is rinsed or washed off onto the rope, or chain and bucket from which the entire well is polluted. Any one of the many pumps or pumping devices now on the market will effectively prevent

pollution of wells in such a manner, provided the top of the well is covered with a water tight slab of concrete and the surface wash and drainage is away from the well, rather than toward it.

"Where the supply is from a spring the source or outlet of the spring should be sought and a water-tight masonry or concrete box installed over the source. A water-tight top and a drainage pipe leading out should also be provided so that the water will be accessible and at the same time common dippers, buckets, and jugs cannot be dipped into the open spring. To prevent surface drainage from gaining access to the spring one or more drainage ditches should be installed above the spring to conduct the surface wash and drainage around and away from the spring.

"But closed wells and springs, or even the water systems in our present modern buildings, when connected to a pure municipal water supply, do not end the danger from drinking water. Unless individual drinking cups or sanitary bubbling fountains are provided there is still ample chance of contamination. If individual cups are used the supply of cups should be adequate; they should be protected from dirt and a means of disposal provided. They should also be located in a clean, convenient well lighted place. If bubbling fountains are provided there should be one for every 60-70 children, and be suited in height to all ages represented in the school. They should be constructed of some impervious material, such as vitreous china, porcelain, enameled cast iron, or stoneware, and the jet of water should issue from a nozzle of non-oxidizing, impervious material set at an angle from the vertical. This nozzle should also be protected by suitable guards to prevent the mouth or nose of the drinker from coming into contact with these guards or nozzles. The bowl of the fountain should be free from corners difficult to clean, and should be so proportioned as to prevent unnecessary splashing."

Toilet Facilities. The health of school children demands that adequate toilet facilities be provided. The State Board of Health makes the following suggestions in keeping with the law on this important matter:

"There should be at least two separate indoor toilet rooms with a seat for every twenty-five pupils. They should be inspected daily by teacher or principal, and thoroughly cleaned daily and kept well ventilated at all times. Likewise, they should be painted with washable paint, screened against flies and provided with adequate hand-washing facilities.

"Inside toilets should be provided with water proof floors, and these floors and adjacent side walls should be kept thoroughly scrubbed and cleaned at frequent intervals to prevent odors or insanitary conditions. The use of disinfectants and deodorants, particularly the dripping kind, is not recommended but thorough cleanliness, with an abundance of sunshine and fresh air, is highly recommended in the place of disinfectants. Cleanliness and fresh air are much cheaper and better in every way. Disinfectants and deodorants are usually an acknowledgement of accumulated filth which should have been removed by ordinary cleanliness.

"Where a school sewerage is installed and there is no stream available for the disposal of sewage, a septic tank and sand filters, or septic tank and underground tile drainage system should be employed for the disposal of the wastes.

"The septic tank removes the larger particles of sewage by sedimentation. The solid matter which settles to the bottom of the tank ferments, or digests during the course of which from one-half to two-thirds of the original substance is converted into gas and water. This digestion process is accomplished by the action of bacterial, or fermenting organisms. Because of this fact, lye, creosote, carbolic acid, or disinfectants should not be used as they destroy the fermenting organisms.

"The sludge that settles to the bottom of the tank should be removed occasionally. When the accumulation of sludge in the tank amounts to as much as one-third of the volume or capacity of the tank, it should be drawn off or pumped out sufficiently so as to leave approximately a one foot depth of sludge in the bottom of the tank. This will serve as seeding material to enable the sludge digestion to continue uninterruptedly. Ordinarily these tanks should be examined just before school starts in the fall.

"Where no sludge bed is provided this sludge should be discharged into a long trench or a pit and covered as soon as sufficient water has disappeared to prevent the sludge flowing over the ground when the trench or pit is backfilled.

"The scum that forms on top of the sewage in the tank should be broken up periodically. If this is done some of it will sink, leaving only a thin film which is not objectionable.

"Where an underground drainage system is installed the surface of the ground in such areas should be inspected periodically. Wet spots and puddles indicate clogged pipes which should be unstopped at once.

"Where sand filters are used it is essential that the surface of the sand be level. The unevenness of the bed can be easily corrected by observing the spread of sewage when the tank discharges. The surface of the sand should be edged with a board and the sand raked from the high spots into the low places. It is then necessary to keep the sand surface level. This means that children, as well as cattle and other animals, must be fenced out. The operation of the filters will cause a slight film to collect upon the surface of the sand filters. If this deposit is not broken up occasionally the filters will become sealed and fail to function properly. Raking with a garden rake will break the film and keep the sand surface level. This should be done about once each week. Raking serves another useful purpose in that it prevents grass and weeds from gaining a foothold. Growths of this kind will soon destroy a sand filter bed.

"If no sewerage system is available sanitary pit privies adapted to the size of the pupils, one each for boys and girls, should be built according to the plans and specifications which may be obtained from the State Board of Health. These privies should be carefully maintained at all times to insure fly tight construction, and care taken to see that the lids are always kept closed when not in use. The seat should be kept scrupulously clean and if soiled should be scrubbed at once with hot water and soap, or lye."

Cafeteria. A cafeteria should be operated whenever and wherever it is possible and feasible to do so. This room should be kept in sanitary condition at all times, and food should be prepared and served under the

same sanitary laws and regulations that govern hotels and cafes. All windows and doors should be screened against flies with 16 mesh screen.

Waste paper, garbage and other refuse should be burned daily. A home-made incinerator, consisting of a large empty steel drum with a top removed, will serve this purpose. A few air-holes should be made in the sides of the drum very near the bottom to provide a draft and about six or eight inches above the bottom a cross-hatch of iron bars or rods can be fastened to serve as a grate.

Maximal Use of the School Plant. Every foot of space in a school building should be used maximally. The principal should study his building, the rooms, the auditorium, gymnasium, shops, corridors, and closets, to determine how each item of space can be used to greatest advantage, and how necessary alterations could be made. Schedules should be made so that large classes will use large rooms, and that every room will be used every period in the day if possible. A readjustment of desks or tables will sometimes make it possible to care for pupils in a much more satisfactory manner.

For suggestions relative to maximal use of space for high school purposes see High School Manual, pages 52-53.

School Grounds. An important part of every school plant is the playground. The space allotted to playgrounds should be not less than two acres per teacher. Ample equipment should be provided for the playground since it serves such a fine purpose in carrying out a program of health and physical education. The playground should be beautified. Trees, shrubs and flowers add greatly to the attractiveness of building and grounds. Ideas and initiative, and some money, will work wonders in beautification. The services of a landscape gardener or a florist can be secured at slight cost or suggestions for laying out the grounds can be secured from the State Department of Public Instruction free of charge.

Trees, shrubs and other plants may be purchased from a florist, donated by patrons of the school, or dug up in the woods in almost any rural district. The red bud or Judas tree, the dogwood and crepe myrtle make an almost perfect succession for practically any community in the State, especially Piedmont and Eastern Sections. We have them, why not use them? School grounds should be made attractive, giving the impression that somebody lives in the schoolhouse and that somebody cares.

ATTAINMENTS BY SUBJECTS AND BY GRADES

The following constitutes a statement of a few definite attainments for each grade and subject-matter field. They have, as nearly as possible, been confined to the observable, measureable and objective types of outcomes. For estimates of growth in desirable attitudes and appreciations, which are reflected in evidences more difficult to discern and measure, the teacher is referred to definite sections of the Course of Study for Elementary Schools, 1930, indicated hereafter by the abbreviation C. S., for such subjects as are included therein. The numerals following references indicate page numbers.

The amount of space devoted to the attainments in the various subject-matter fields has no relation to the relative importance of subjects. Fuller treatment has been given to some subjects because available material is limited or because the new Course of Study does not cover these subjects.

These attainments by subjects may be regarded by teachers as minimal requirements and may serve as one of the bases for promotion from grade to grade. In many grades pupils can accomplish a great deal more than the minimum here suggested, and every effort should be made to secure maximal attainments. It is understood that children should be held responsible in each grade for the attainments of the preceding grades.

Reading

First Grade. *Ability to:*

1. Read the four basal texts. C. S. 35.
2. Read at least two supplementary readers. C. S. 35-38*.
3. Read silently in thought units and prove that he understands what he has read. C. S. 71.
4. Read aloud clearly and naturally in thought units and with consideration for the audience.
5. Recognize new words and secure word meaning from context.
6. Ask questions about and discuss intelligently the content of what is read.
7. Read independently, becoming absorbed completely in the content of interesting selections.
8. Read silently without too much vocalization, and read silently or orally without finger pointing or head movement.
9. Handle books with care and make proper use of them.
10. Read with speed and accuracy acceptable for first grade. C. S. 72.

Second Grade. *Ability to:*

1. Attain all requirements for first grade. C. S. 73.
2. Read the two basal texts. C. S. 35.
3. Read at least four supplementary readers. C. S. 36, 38*.
4. Master the vocabulary and mechanics of reading for this grade. C. S. 74.
5. Select main thoughts and group related ideas. C. S. 77-78.
6. Respond satisfactorily to reading checks and tests. Pupils in the second grade should be able to read relatively easy passages of recreatory reading suitable to the grade at the rate of 100 to 125 words per minute.

*Where the material is available most pupils should read many more books than the minimum here indicated.

Third Grade. Ability to:

1. Attain all requirements for previous grades.
2. Read the two basal texts. C. S. 35.
3. Read at least four supplementary readers. C. S. 36, 38*.
4. Read orally and silently with understanding and appreciation any material of third grade level. C. S. 80, 85-87.
5. Master the vocabulary and mechanics of reading for this grade.
6. Read with reasonable rate and degree of comprehension for this grade. C. S. 29-32. Pupils in the third grade should be able to read relatively easy passages of recreatory reading material suitable to the grade at the rate of 125 to 150 words per minute.

Fourth Grade. Ability to:

1. Attain all requirements for previous grades as stated above and C. S. 100-101.
2. Read the basal reader. C. S. 35.
3. Read at least four supplementary readers. C. S. 36, 38*.
4. Read with understanding and interpret any material of fourth grade difficulty.
5. Master independently the pronunciation and meanings of new words in context.
6. Read orally in such a manner as to interpret to audience the thought and meaning of the selection read.
7. Attain grade standards in comprehension and rate as given on a standardized test—a rate of about 140 to 160 words per minute. C. S. 29-31, 111.

Fifth Grade. Ability to:

1. Attain all requirements for previous grades.
2. Read the basal reader. C. S. 35.
3. Read at least four supplementary readers. C. S. 36, 38*.
4. Get the thought quickly and interpret the printed page.
5. Attain grade standards in comprehension and rate as given on a standardized test—a rate of about 160 to 200 words per minute. C. S. 29-31, 111.
6. Increase the reading vocabulary. C. S. 111.

Sixth Grade. Ability to:

1. Attain all requirements for previous grades.
2. Read the basal reader. C. S. 35.
3. Read at least four supplementary readers. C. S. 37-38*.
4. Read any book of sixth grade difficulty with ease and understanding and interpret the content.
5. Attain grade standards in comprehension and rate as given on a standardized test—a rate of about 180-220 words per minute. C. S. 29-31, 111.

Seventh Grade. Ability to:

1. Attain all requirements for the previous grades.
2. Read the basal reader. C. S. 35.
3. Read at least four supplementary readers. C. S. 37-38*.
4. Read any book of seventh grade difficulty with ease and understanding and interpret the content.
5. Attain outcomes as stated on page 117, C. S. Rate of reading about 200 to 250 words per minute.

*Where the material is available most pupils should read many more books than the minimum here indicated.

Language

First Grade. *Ability to:*

1. Relate personal experiences. C. S. 140-143.
2. Dramatize grade material. C. S. 136, 144, 145.
3. Give from memory ten or more nursery rhymes and riddles; five or more first grade stories; descriptions of five or more grade pictures. C. S. 146.
4. Copy first grade material from script. C. S. 137.
5. Write correctly and without assistance pupil's full name and familiar grade words.

Second Grade. *Ability to:*

1. Give personal experiences, reports and interpretations orally and in three or four correct and related sentences. C. S. 212.
2. Give from memory ten or more grade stories; six or more primary rhymes and riddles; six or more grade poems in full or in part and descriptions of six or more grade pictures. C. S. 155.
3. Produce good oral and written language under teacher guidance. C. S. 160, 162.
4. Produce original work in accordance with good language and art standards. C. S. 147, 148, 150, 212.

Third Grade. *Ability to:*

1. Make inquiries; give directions, descriptions and detailed incidents. C. S. 160-162.
2. Use in oral and written work words and language forms most common to first three grades. C. S. 158-159.
3. Give from memory the following or more: ten grade stories; six poems; six rhymes—complete or in part; six descriptions; six stories; and six pictures by name or description.
4. Reproduce and respond rhythmically to third grade songs, dances, pantomines, games and plays.
5. Write in paragraph and build sentences. Text 132, 133; C. S. 161, 162.
6. Write original letters and compositions. C. S. 162, 211-221.

Fourth Grade. *Ability to:*

1. Hold the attention of a primary group with personal experiences, stories, directions, interpretations and reading.
2. Give from memory the following or more: ten poems—complete or in part; six picture descriptions or interpretations; and four book reports. C. S. 182.
3. Preside over a class meeting and serve on committees.
4. Write interesting and well organized personal and original letters, notes, invitations, directions and interpretations. C. S. 172, 173, 212, 219, 220.
5. Correct pupils own written work and use the dictionary with teacher assistance.
6. Make frequent reference to literary selections and other reading matter such as current events, pictures, signs, announcements.

Fifth Grade. *Ability to:*

1. Outline in oral and written form five grade stories and describe or interpret five or more grade pictures. C. S. 192.
2. Give and practice good principles of written composition, C. S. 185, and sentence analysis C. S. 185, 186.
3. Correct and appraise pupil's own oral and written language in all school subjects.
4. Give from memory ten poems complete or in part and make reports on four or more books read. C. S. 192.
5. Write short and acceptable business and social letters of five or more related sentences. C. S. 189, 218, 219.
6. Use correct language forms most common to the grade. C. S. 190, 191.

Sixth Grade. Ability to:

1. Make in correct English a two-minute report, discussion or debate which will interest an elementary group.
2. Give from memory ten or more grade poems—complete or in part; make five or more grade book reports; and describe or interpret five or more grade pictures. C. S. 199.
3. Recognize and use correct language forms in oral and written work. C. S. 196-198.
4. Serve on committees for writing and producing short plays, pantomimes, songs and illustrated poems. C. S. 199-205.
5. Write social and business letters, with increased vocabularies in speaking and writing. C. S. 194, 195 and 219-220.

Seventh Grade. Ability to:

1. Produce in correct English and with ease three minute reports, discussions, debates and announcements which will interest the audience selected. C. S. 206.
2. Give from memory ten or more poems—complete or in part; make five or more grade book reports; describe or interpret six or more grade pictures; and write original rhymes, poems and short stories. C. S. 211.
3. Select appropriate titles for and outline in major and sub-topics grade compositions composed of two well developed and related paragraphs. C. S. 214.
4. Write eight-line rhymes or poems, three-character plays, acrostics and vivid descriptions. C. S. 199-205.
5. Understand and use correct language forms. C. S. 211-222.
6. Give and accept criticisms of work and assist in the development of standards of self-appraisals.

Spelling

First Grade. Ability to:

1. Name twenty or more of the most frequently used letters of the alphabet in first grade context.
2. Copy from script, spell from memory and write fifty or more words most frequently used in first grade and including pupil's full name.

Second Grade. Ability to:

1. Spell and write correctly from dictation the words on pages 2-10 of the text and a supplementary list most frequently needed in written work. C. S. 143, 224-226.
2. Pronounce words correctly.
3. Demonstrate a knowledge of word meaning.
4. Inspect pupil's own work and correct errors in spelling.

Third Grade. Ability to:

1. Spell and write correctly from dictation the words on pages 12-20 of the text and a supplementary list of words most frequently needed in written work.
2. Use a variety of new words in a variety of ways in written work.
3. Use good study habits, correct pupil's own spelling and use capital letters correctly in grade work.

Fourth Grade. Ability to:

1. Spell and write correctly from dictation the spelling words on pages 22-40 of the text and a supplementary list of words most frequently needed in written work.
2. Do all the test and study exercises on pages 23-39 of the text.
3. Group words alphabetically into families and according to similar and dissimilar meanings.

4. Spell correctly in writing the dictated exercises on pages 23-39 of text at an average rate of fifteen words per minute.
5. Analyze words in terms of structure and dictionary meaning.

Fifth Grade. Ability to:

1. Spell and write correctly from dictation the spelling words on pages 42-60 of text and a supplementary list of words most frequently needed in written work.
2. Do all the test and study exercises given on pages 43-59 of the text.
3. Explain by illustration the effect prefixes and suffixes have on word meaning.
4. Recognize reasons why words are misspelled and correct pupil's own work.
5. Spell correctly in writing the dictated exercises on pages 43-59 of the text at an average rate of twenty words per minute.

Sixth Grade. Ability to:

1. Spell and write correctly from dictation the spelling words on pages 62-80 of text and a supplementary list of words most frequently needed in written work.
2. Do all the test and study exercises given on pages 63-79 of text.
3. Spell correctly in writing the dictated exercises on pages 63-79 at an average rate of twenty-five words per minute.
4. Find, master and use words not found in text but essential to grade writing.

Seventh Grade. Ability to:

1. Spell and write correctly from dictation the spelling words on pages 82-104 of the text and a supplementary list of words most frequently needed in grade writing.
2. Do all the test and study exercises given on pages 83-128 of text.
3. Use aids given in text including definitions and rules, the formation of new words by adding prefixes and suffixes and the correct use of these new words in written sentences.

Health

First Grade. Ability to:

1. State and observe some rules of health which aid growth. C. S. 264, 280-286.
2. Point out first permanent teeth and give two rules for their care. C. S. 273, 289.
3. Keep face, ears, neck, hands, nails, teeth clean. C. S. 286, 287, 391.
4. Select seat of shape and size suited to him. C. S. 286, 293.
5. Cross and walk on street, highway, and in classroom safely. C. S. 289-292.
6. Tell the preventive of smallpox, diphtheria, and typhoid. C. S. 289-292.

Second Grade. Ability to:

1. Show that keeping health rules aids one's feeling of fitness. C. S. 280-286.
2. Make physical adjustments to aid in overcoming partial eye and ear defects.
3. Name some of the best foods and tell their values. C. S. 280-286.
4. State physical education attainments for second grade.
5. Give and observe some personal cleanliness rules. C. S. 286, 287, 391.
6. Identify poison ivy and oak and treat minor skin injuries. C. S. 289, 292.
7. Protect self and others from common germ diseases. C. S. 289-292, 328.

Third Grade. Ability to:

1. Give four ways of aiding growth and strength.
2. Tell value of regular meals, sunlight, and cheerfulness. C. S. 280-286, 295.
3. State and demonstrate standards for good posture. C. S. 294.
4. State and demonstrate rules for cleanliness. C. S. 287, 289, 369, 391.
5. State necessity for not playing in street and on highways. C. S. 289, 291.
6. Show that health is a safeguard against illness. C. S. 290-292
7. Decide when to wear extra clothing.

Fourth Grade. Ability to:

1. State and observe rules for developing health habits. C. S. 322-323.
2. State and observe rules for proper care of the eyes, ears, and nose. C. S. 325, 346-350.
3. State and observe healthful rules for eating. C. S. 274, 275, 320.
4. Tell how play and exercise help posture. C. S. 329.
5. State how to prevent injuries from sun, from vehicles. C. S. 328.
6. Describe cures for pediculosis and scabies. C. S. 325, 328.
7. Use appropriately these terms: abdomen, appetite, blood vessel, bowel, elimination, circulation, digestion, habit, heart, intestine, laxative, lungs, molars, nutrition, perspiration, pores, stimulant, vitamin, relaxation, saliva, skeleton, ventilation, temperature.
8. Show reasonable familiarity with the optional text.

Fifth Grade. Ability to:

1. Tell why growth is a sign of health. C. S. 291-295, 330, 340, 351.
2. Show interrelationship of mental and physical health. C. S. 294, 295, 330, 340, 351.
3. Describes types of eye, ear, nose, throat and teeth defects.
4. List foods contributing respectively to growth and repair, energy, and regulation. C. S. 338-342.
5. Describe the proper clothing and shoes for growing people. C. S. 349-351.
6. State values and ways of practicing cleanliness. C. S. 343-345.
7. Describe the work of white corpuscles and other helps to disease prevention. C. S. 344-348.
8. Use appropriately these terms: arteries, bone builders, callouses, concentration, dentine, drug, diaphragm, flatfoot, energy, protein, intestinal juice, iris, lens, ligament, morphine, nicotine, opium, pancreatic juice, retina, scurvy, trunk, veins, vision, wine, yeast.
9. Show reasonable familiarity with the basal text.

Sixth Grade. Ability to:

1. State characteristics and values of health. C. S. 353-358, 361-362.
2. State causes and effects of dental decay, common colds, alcoholism, and narcotism. C. S. 358-360.
3. Describe the processes of digestion and assimilation. C. S. 353-357.
4. List measures of growth. Physical Education attainments and C. S. 356, 361.
5. Describe and apply cleanliness methods for home and school. C. S. 358-366.
6. Connect accidents with their causes. C. S. 358-361.
7. Tell or write a one hundred word story of the work of each of the following: Pasteur, Reed, Jenner, Schick, Gorgas, Trudeau.
8. Use appropriately these terms: Alcohol, anopheles, mosquito, antitoxin, bacillus, bile, bacteria, calcium, capillaries, carbohydrates, carbon dioxide, certified milk, cilia, circulatory system, cocaine, cocci, dermis, epidermis, fungi, gastric juice, humus, heroin, inoculation, internal cleanliness, narcotic, oil gland, peristalsis, preventive medicine, pylorus, symbiosis, tissues.
9. Show reasonable familiarity with the basal text.

Seventh Grade. Ability to:

1. State some special growth problems of the preadolescent and the adolescent. C. S. 259-260, 368, 389.
2. Give some rules for proper cooking. C. S. 368.
3. Give and observe rules for outdoor sports. C. S. 273, 391, and *Building Strong Bodies*. (Optional text.)
4. State value of cleanliness in person, clothing, and environment. C. S. 368-371, 373-378.
5. Describe work of public health department. C. S. 365-372, 390.
6. Recognize good water and demonstrate method of purification. C. S. 365-372, 390.
7. Use appropriately these terms: sanitary, chlorinate, cesspool, cistern, contagion, deposit, filter, ground water, health protection, hydrant, sanitary inspector, food inspector, laboratory, pasteurization, quarantine, sanitary, sediment, septic, sewage, symptom.
8. Write a two hundred word discussion on "The Responsibility of the Community to Individual and Community Health and of the Individual to the Community Health."
9. Show reasonable familiarity with the optional text.

Science, Nature Study, Primary Geography, Citizenship, Primary History

First Grade. Ability to:

1. Identify pictures or specimens of three wild, three cultivated spring flowers; five wild, two cultivated fall flowers; five weeds; five trees. C. S. 422.
2. Identify pictures or specimens of six common insects, five common birds, fourteen wild and domestic animals, the parts of animals. C. S. 423, 425 (Reference material).
3. State the rules for the proper care of barn-yard animals and fowls.
4. Tell four ways by which seeds may be distributed. C. S. 425-428.
5. Identify the Big Dipper, the Milky Way, the moon in its four phases, dew, frost, rain, two minerals and two rocks. C. S. 425. (Reference Material).
6. Tell the source of light and heat, the kind of day, directions of home and nearby towns from school, the north, the names of the four seasons, days of week, and months in order.
7. Tell obligations of family life, the necessity for laws to regulate living at home and school, the kinds of work done in local community. C. S. 449-459, 487, 431-440.
8. Describe customs practiced by children in this and other countries in connection with world-wide holidays. C. S. 449-459.
9. Use appropriately these terms: celebration, dew, family, frost, forest, farm, field, harvest, holiday, lake, market, marsh, minerals, pasture, rain, river, rock, seasons, snow, spring, sunrise, sunset.

Second Grade. Ability to:

1. Identify pictures or specimens of five wild, five cultivated spring flowers, the seeds and seed cases of four common fall flowers, four vegetables, with the parts used for foods, three shade trees, three fruit trees, nuts grown in community, those imported for Christmas. C. S. 422.
2. Identify pictures or specimens of galls, common caterpillars, dragon-fly, seven birds (food, habitat, calls, habits of three), twenty wild and domestic animals, earthworm and habitat, local fish (parts and uses). C. S. 423, 424. 1923 C. S. 429.
3. Identify forms of water (dew, frost, hail, snow, mist, ice, vapor). C. S. 425.
4. Locate North Star and two dog stars, North, South, East, West as applied to schoolroom, grounds, immediate locality.

5. Tell needs of an egg-shell or window box garden (light, heat, air, food, moisture); which wild flowers should be picked moderately, sparingly, or not at all; how to choose a Christmas tree.
6. Tell how to raise caterpillars and tad poles, how they breathe, reproduce and grow.
7. Describe one rodent (habits, life history).
8. State when sun rises and sets.
9. Read calendar and thermometer, read and test accuracy of the weather forecast.
10. Keep weather record (prevailing winds, temperature) and describe the seasons.
11. Show how the community occupations (especially farming) contribute to local needs, and tell why they are followed. C. S. 449-459, 487, 431-440.
12. Show why community public properties belong to all; how to respect flag, nation, property, grown-ups, house of worship; how some specific laws help people to live together.
13. Identify pictures or specimens of certain shelters (tree-dwellers, cave-dwellers, lake-dwellers, Indian wigwams, cliff-dwellers, grass huts, log cabins, igloos), certain children (Dutch, Indian, Eskimo, Japanese, Chinese, African). 1923 C. S. 434-435.
14. Tell incidents about Washington, Lincoln, the flag and the Pilgrims. C. S. 459.
15. Use appropriately these terms: agriculture, coal, north, south, east, west, hill, gravel, all forms of water, wind, weather, temperature, thermometer, stem, branch, hull, seed pod, constellation, cocoon, names of occupations and occupational equipment.

Third Grade. *Ability to:*

1. Identify pictures or specimens of 50 % of trees (including six fruit), shrubs, and herbs native to his community, three plants of the North, the parts of a tree. C. S. 422.
2. Identify pictures or specimens of 33 ⅓ % of the birds common to North Carolina (including relatives of barnyard fowls). C. S. 423.
3. Identify two snakes, two turtles, two lizards, four frogs, three animals of the North, five butterflies, one moth, five insects, a mollusc, the thousandlegs, and habitat of each. C. S. 422-425.
4. Locate or identify the Dragon and Great Bear, a hill, valley, plain, lake (in natural setting), north, south, equator, hot lands, cold lands, temperate lands, land and water masses, where he lives (on map and globe), evidences of quartz.
5. Tell what trees need to grow, how pollination occurs, how to plant and grow flowers from bulbs, what plants and animals do on each land form, what effect running water, moving air and moving ice have on land forms.
6. Describe thirty wild and domestic animals (including the raccoon, buffalo, and zebra), construction of five kinds of bird nests, habitats, life cycle of grasshopper and moth. C. S. 422-427.
7. Keep aquarium and terrarium balanced and healthful. Encyclopedia.
8. Draw a map of his surroundings.
9. Give characteristics of cold desert type region (excessive or permanent snow, low winter temperature, high summer temperature, scant vegetation, low sun position, midnight sun, few inhabitants, nomadic life).
10. Connect facts, C. S. 459, with the needs of himself, his family, and his neighbors.
11. Tell stories of people long ago, of Indians, of Eskimos. (Reading texts, library books).

12. Use appropriately these terms: Pollination, fertilization, domestic animal, cultivated, pupa, land forms, glacier, iceberg, vegetation, equator, nomad, trade, manufacture, cooperation, exchange.

NOTE: At this point the attainments are set up separately according to subjects as textbooks are required in geography and history.

Science

Fourth Grade. *Ability to:*

1. Identify pictures or specimens of 60% of the trees, shrubs, and herbs native to local community, plants characteristic of water and desert life, two bulbs suitable for winter blooming. C. S. 422.
2. Identify pictures or specimens of 50% of the birds (nesting and habits of ten, including quail), reptiles, turtles, frogs, ten or more butterflies, forty wild and domestic animals. C. S. 422-425.
3. Locate in setting Cassiopeia.
4. Tell the value of trees in combatting power of sun, wind, hail, cold; enemies (plant, animal and insect); which winds bring rain.
5. Describe preparation of animals (including man) for winter—birds, animals, and insects characteristic of water and desert life; life history of the bee; composition of granite; water cycle; position of earth with reference to sun.
6. Use weather map to trace storms across the United States.
7. Adapt own life to weather forecast.
8. Demonstrate water and sand power.
9. Use appropriately scientific terms related to above facts.

Fifth Grade. *Ability to:*

1. Identify pictures or specimens of two trees with pods for fruit, two fruit-bearing shrubs, two additional shade trees, five each of flowering annuals, biennials, perennials, (including bloodroot, bluebell, wind flower), the simple and composite flower, five fall vegetables (fruit, leafy and root foods), ferns, fungi, 70% of the plant life subjects listed C. S. 422-427.
2. Identify pictures or specimens of five enemy and five friend garden insects, two rodents, four bird winter residents, three bird insect eaters, a bird flesh eater (owl), a bird scavenger (vulture, crow), a bird weed seed eater, a bird spring transient, a fall transient.
3. Locate or identify Cephus, four kinds of building rocks, the kinds of clouds.
4. Name five good and five poor heat conductors, nine rocks, nine minerals.
5. Tell the age of trees, how to drain, water and fertilize a garden, effect of sunshine on plants and animals, laws about game and forest protection.
6. Describe the life cycle of the silkworm; the effect of seasonal and weather changes on rocks, gardens, and animals; causes of fog and clouds; the work of Luther Burbank; the Solar System.
7. Demonstrate or illustrate the principle on which steam and gasoline engines work.
8. Use appropriately scientific terms related to above facts.

Sixth Grade. *Ability to:*

1. Identify pictures or specimens of ten weed annuals, five weed biennials, five weed perennials.
2. Identify pictures or specimens of 75% of the birds listed C. S. 423 (two each of the insect eating group, waders, scratchers, perchers, four each winter and bird transients), two poisonous and three beneficial snakes.

3. Locate or identify nine rocks, nine minerals, the planets and six stars of first magnitude in their different positions throughout the year.
4. Tell the uses of different trees and parts of trees, why trees grow almost everywhere, how soil is formed, effect of sunshine on plants, why some animals sleep in winter, foods and habitat of different animals and birds.
5. Make bird, flower, tree, rock, mineral, and fish maps of North Carolina.
6. Describe the life cycle of the mosquito, fly, ant, clothes moth, cockroach, beetle, and the work of the government in control and preservation of plants, trees, and animals and in study of weather.
7. Name institutions and books giving additional information on different fields of science.
8. Demonstrate cross-pollination, sound production and transmission, principle of thermos bottle, magnet, mariner's needle, electrical force with tissue paper fairies.
9. Use appropriately scientific terms related to above facts and activities.

Seventh Grade. Ability to:

1. Identify pictures or specimens of all trees, herbs, and shrubs of his neighborhood, 80 % of those on page 422 C. S.
2. Identify pictures or specimens of 50 % of the fish, molluscs, crustacea, and myriapods, the twenty-five most common North Carolina birds, 75 % of the insects and their habitats, all snakes and lizards, six frog types. C. S. 422-423.
3. Tell how to exterminate four each of house, field and garden pests.
4. Meet earth and sky requirements, Geography Attainments, Grade Seven.
5. Demonstrate softening of water, the generation of electrical power, filtration, distillation, siphoning, air transportation in heavier than air and lighter than air machines.
6. Explain and illustrate the principles of good ventilation, the problem of supplying a home and city with water.
7. Make articles listed under Toys and Inventions. C. S. 421, Grades 4-7.
8. Use appropriately scientific terms related to these facts and principles.
9. Apply the scientific method and point of view in solving own problems. C. S. 419, 443-447.

NOTE: Teachers will find the following bulletin helpful as reference material in the teaching of Science, Cycles of Garden Life and Plant Life, Bureau of Education Bulletin No. 15, Superintendent of Documents, Washington, D. C. Price, 25 cents.

Citizenship

Fourth Grade. Ability to:

1. State and obey school and group regulations C. S. 431-438, 481-485.
2. Join in cooperative enterprises. C. S. 431.
3. Name the President of the United States, the Governor and principal officials of the State with the term of office of each. N. C. Manual.
4. State and understand the services rendered by public servants and public utilities. C. S. 460-461.
5. State traffic regulations and the necessity for them. Primer of Traffic Rules (State Highway Commission). *Health* (fifth grade text) 193.

Fifth Grade. Ability to:

1. State the services rendered by public agencies. C. S. 463.
2. State the qualifications of public servants referred to in C. S. 463.

Sixth Grade. Ability to:

1. State the requirements for success in several different types of work. C. S. 464-466.
2. State one's own strong and weak points for several different types of work. C. S. 466-467.
3. Describe the local and state political units. C. S. 466-467.
4. State the necessity for public health regulations. *Cleanliness and Health* (sixth grade text).

Seventh Grade. Ability to:

1. State five services rendered by city or town governments, eight by state, and five by the national. C. S. 469-470.
2. Give the seven divisions of the constitution, the names of the departments of government with the heads and their most important powers and duties, Houses of Congress. History text, *N. C. Manual, Dual Government*, C. S. 481-483.
3. Tell and demonstrate how laws are made. C. S. 470. References.
4. Name his congressmen, his legislators, and other state officials. C. S. 470 (References), *N. C. Manual*.
5. State and demonstrate the minimum responsibilities of citizenship. C. S. 470.
6. Tell purpose and weakness of the World Court. History text.

History

Fourth Grade. Ability to:

1. Tell how North Carolina Indians and early North Carolina settlers lived.
2. Tell stories of Granganimeo, Virginia Dare, Captain Messer's Son, Edenton Tea Party, Mecklenburg Declaration of Independence, Catherine Sherrill, Martha Lenoir, Cornwallis's Country Dance, Flora MacDonald, Maggie McBride, Betsy Brandon, Little Andy.
3. Locate on outline map and connect historical event with each of the following: Roanoke Island, Brunswick, New Bern, Hillsboro, Edenton, Charlotte, Queen's Museum, Alamance Battleground.
4. Give meaning of these terms: frontier, fort, paleface, patriot, pioneer, massacre, settlement, stamp tax, Regulator, Hornet's Nest.
5. Give name and achievement of an outstanding explorer and discoverer from each nation and motive for work.
6. Show how some present day ideals and plans grew out of those of the past.
7. Show reasonable familiarity with the optional text. Reference: C. S. 460-463, 1923 C. S. 356-362.

Fifth Grade. Ability to:

1. Name a representative leader and his greatest achievement from each of the original thirteen colonies.
2. Give the three main reasons for European colonization in America.
3. Give at least two reasons for western migration.
4. Describe five American inventions and name the inventors.
5. Describe home life, travel and communication, religious life, industry and government of the five periods of historical development of our country.
6. Name twenty of our greatest men and women and their contributions to the social, economic, and industrial development of our country.
7. Describe the five transportation aids developed in America.
8. Show that history is a story of how man has solved his problems.
9. Show how some of our present day ideals and plans grew out of those of the past.

10. Give meaning of these terms: Magna Carta, Parliament, navigator, "sea of darkness", monk, cargo, persecution, royal colony, Pilgrim, redemptioner, indentured servant, "Free Trade and Sailor's Rights", sectionalism, compromise, immigrant, emigrant, ordinance, "forty-niners", proclamation, emancipation, state's rights, carpet-bagger.
11. Show reasonable familiarity with basal text and supplementary materials. Reference: C. S. 464-491. 1923 C. S. 375-388.

Sixth Grade. *Ability to:*

1. Describe the difference in life today and that of early peoples and those of the Middle Ages in records, utensils, textiles, travel, social customs, government.
2. Tell how man has used the earth's resources to meet his needs, especially in North Carolina - fish, minerals, forests, soil, climate.
3. Show that our history grew out of history of other nations.
4. Locate on an outline map of North Carolina the areas settled by people from England, Virginia, France, Scotland, Ireland, Germany, Switzerland, and tell why they came.
5. Show how five North Carolinians increased the State's prestige outside of State.
6. Give name and exact work of these types of North Carolina citizens: (1) five men prominent in solving colonial problems, (2) six people prominent in winning our freedom and creating our government, (3) five pioneers for public educational facilities, (4) five contributors to important internal improvements, (5) three great Civil War patriots, (6) three leaders of sane reconstruction policies, (7) five leaders of today.
7. Define the following terms: Spartan, Olympic games, "heathen invasion", Divine Right of Kings, Christianity, Hun, Viking, Mohammedanism, reformation, apprentice, bond-servant, nullification, Reconstruction, slavery, panic, secede, constitutional convention, amendment, abolitionist, town meeting.
8. Show familiarity with basal text and supplementary materials. Reference: C. S. 464-491. 1923 C. S. 363-375.

Seventh Grade. *Ability to:*

1. State four difficulties overcome by early explorers and colonizers.
2. Associate a fact with the following dates: 1000, 1492, 1607, 1619, 1620, 1763, 1776, 1783, 1789, 1803, 1804-05, 1850, 1861, 1898, 1914, 1917, 1919.
3. Name at least two outstanding explorers from each of the following countries: England, Spain, Portugal, France, Italy, United States.
4. Name one outstanding colonial governor from each of thirteen original colonies.
5. Tell why each of the following peoples came to America: Huguenots, Puritan, Cavaliers, Dutch, Scotch-Irish, Swiss, Germans, Scotch Highlanders, and locate settlements on outline map.
6. Name three famous American soldiers, three British of the Revolutionary War, and an outstanding leader of the World War from each main country engaged.
7. Tell the main causes of the French and Indian War, the Revolutionary War, the War of 1812, the War between the States, the Spanish American War, the World War.
8. Name five great Americans who have worked for world peace and understanding.
9. Define these terms: arbitration, foreign commerce, free trade, tariff, imperialism, income tax, poll tax, census, inauguration, Industrial Revolution, sweat shop, machine age, age of craftsmanship, Republic, autocracy, Entente, Central Powers, Spoils System, annexation, trust, conscription, Pan-Americanism, Conservatism, initiative, bureaucratic government, referendum,

legal tender, strike, Internationale, socialism, Fascism, Bolshevism, dictatorship, balance of power, League of Nations.

10. Show familiarity with the text and supplementary materials. Reference: C. S. 464, 481-483. 1923 C. S. 388-403.

Geography

Fourth Grade. *Ability to:*

1. Draw to scale a map of the schoolroom and of the playground. Text 66-69, 72, 75, 82.
2. Sketch an outline map of North Carolina and major political and geographical subdivisions of the United States and the world.
3. Locate on outline map areas of chief farm and other raw products, manufactured articles, together with routes of travel and transportation. Text 1-24, 86-87, 123-154.
4. Apply directions (north, south, east and west) to map and globe. Text 61-66.
5. Demonstrate on globe and map the meaning of latitude and longitude and the movements causing day and night and the seasons. Text 61-66.
6. Express some comprehension of the meaning of the interdependence of peoples.
7. Give evidence of a reasonable familiarity with the text and supplementary materials.

Fifth Grade. *Ability to:*

1. Locate on outline map of North Carolina the three principal physical divisions; on outline map of the United States the great central plain, the Appalachian and the Cordilleran Highlands.
2. Locate on globe and outline map of world or the several continents:
 - (1) the twenty most important cities of the United States.
 - (2) the chief city and capital of the fifteen most important countries of the world.
 - (3) the ten most important water and rail highways of the world.
 - (4) the five most important land highways of the United States.
 - (5) the two most important airways of the United States.
3. Name the great world producing areas, five principal raw products imported, five exported by the United States, the trade routes most often used. Text 252-256.
4. Describe processes of cotton and tobacco manufacturing.
5. Give the characteristics of these type regions: (1) *Hot wet type—equatorial and tropical* (high temperature, excessive rainfall, no marked seasonal changes, prevailing east winds, noonday at zenith all the year, dense vegetation, backward natives, simple thatched houses, clothing negligible); (2) *Mediterranean type* (low temperature range, winter rains, summer drought, slight rainfall, prevailing west winds, irrigation, thick leaved vegetation); (3) *Monsoon type* (summer rain, winter droughts, intensive agriculture, low temperature range, etc.); (4) *Cyclonic type* (rain distributed through year, pronounced seasons, comparatively dense population, extensive manufacturing, vegetation plentiful.)
6. Give evidence of a reasonable familiarity with the text and supplementary materials.

Sixth Grade. *Ability to:*

1. Sketch map of North Carolina and locate areas suited to trucking, fruit growing, dairying, manufacturing, mining, lumbering, recreation, ten minerals, ten rocks, ten most important cities and towns, the five most important rivers, the inland waterway, the three most important railway lines connecting with other states and foreign ports, the three busiest bus lines. Text Supplement, bulletins of chambers of commerce and transportation companies.

2. Give five reasons why North Carolina is sometimes called the "land of opportunity."
3. Describe processes of mining and manufacturing of talc, marble, clay, feldspar, mica.
4. Sketch maps of North America and of the United States; locate on each major political division, areas suited to farming, grazing, fishing, lumbering, manufacturing, and mining. Text 24-217.
5. Show why New York, New Orleans, Chicago, San Francisco, Quebec, Asheville, Akron, St. Louis, Winston-Salem, Durham, Charlotte, grew into cities having their respective industries. Text 24-217, Supplement.
6. Name ten each of largest exports and imports of North Carolina and the United States. Text 403-410.
7. Tell the characteristics of mountain and hot desert type regions.
8. Give evidence of a reasonable familiarity with the text and supplementary materials.

Seventh Grade. Ability to:

1. Locate on globe, political, and outline map of world (or the several countries) five each of characteristic plants and animals of all continents and the major countries, the areas of earth producing or having largest amounts of coal, cereal grains, fruits, truck products, cotton, flax, rubber, oil, diamonds, gold, copper, iron, lumber, cattle. Text 403-410.
2. Tell three reasons why Great Britain and United States lead in world commerce. Text 240-254, 275-285, 116-209.
3. Use appropriately the following terms: agriculture, atmospheric pressure, barometer, bed rock, bluff, canal, cape, channel, commerce, continent, coastal plain, current, dam, delta, domestic commerce, earthquake, erosion, estuary, fall line, fjord, flood plain, foreign commerce, glacier, growing season, harbor, horizon, import, irrigation, natural resources, outlet, peninsula, plain, plateau, prehistoric, primitive, raw materials, river basin, river system, sea level, solar system, steppe, stream bed, tributary, tundra, waterfall, water power, water shed, zenith, zone.
4. Show how man has learned to live in a lowland, in the mountains, on an island, on an ice-covered plain, in a low densely populated country, on an inland sea. Text 1-5, 201, 209, 275-285, 292-296, 315, 320, 311-314, 273, 341.
5. Show how countries and people are becoming more inter-dependent.

Arithmetic

First Grade. Ability to:

1. Count with objects to 20.
2. Count without objects by 1's, 5s, and 10's to 100; by 2's to 20.
3. Read and write numbers to 100.
4. Recognize quantitative relationships, as fewer, smaller, shorter, etc.
5. Recognize without counting groups of objects containing 2, 3 and 4.
6. Add combinations of all digits to 10.
7. Subtract with no minuend greater than 10.
8. Add column of three or four addends whose sum does not exceed 10.
9. Recognize: cent, nickel, dime, quarter and half-dollar; days of the week, months, date on calendar; clock-face (hour and half-hour); pint, quart; foot; dozen, half-dozen.
10. Recognize fractional part— $\frac{1}{2}$.
11. Solve simple oral problems in addition and subtraction involving numbers not exceeding 10, and make change up to 10.

Second Grade. Ability to:

1. Count by 2's, 3's and 4's to 100.
2. Read and write numbers to 1,000.
3. Give remainder of the 100 addition number facts.
4. Do column addition, one, two and three rows of one, two and three digit numbers.
5. Add numbers involving carrying.
6. Give remainder of the 100 subtraction facts.
7. Do subtraction of one, two and three digit numbers.
8. Subtract numbers involving borrowing.
9. Give multiplication tables of 2's, 5's and 10's.
10. Solve simple one-step problems on life situations (oral) involving addition and subtraction involving no carrying or borrowing.
11. Estimate and measure lengths, heights, widths in inches, feet and yards.
12. Use fractional parts: $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.
13. Read Roman numerals to 12.
14. Recognize and know comparative value of coins to one dollar, dollar bill, inch, foot, yard, pound, gallon; make correct change from a dime, a quarter, a half-dollar, and a dollar for any purchase.
15. Tell the time of day; months of the year in order; relation of day, week, month, year and seasons; read a calendar.
16. Give names and meanings of the terms and signs of addition, subtraction and multiplication, also \$, c.

Third Grade. Ability to:

1. Count to 100 by 6's, 7's, 8's and 9's, beginning with any number.
2. Read and write numbers to 10,000.
3. Give addition, subtraction, multiplication and division combinations automatically.
4. Add numbers of not more than three orders; add U. S. money, dollars and cents; add five, six, seven or eight addends.
5. Subtract numbers of not more than three orders; check by adding the difference to the subtrahend; subtract U. S. money, dollars and cents; solve simple one-step problems involving both addition and subtraction; check all operations.
6. Multiply with multiplicand of three order numbers and multiplier of one order number; multiply dollars and cents; give names and meanings of the terms in multiplication; solve simple two-step problems involving multiplication and one of the other processes; check operations.
7. Do simple short division with remainder; solve one-step problems involving division; solve two-step problems involving any two processes; name and give meanings of the signs and terms in division.
8. Write Roman numerals to 30.
9. Do simple measuring, using pound, gallon, half-gallon, bushel, peck, yard, square yard, square foot; use decimals in money.
10. Use $\frac{1}{6}$, $\frac{1}{7}$, $\frac{1}{8}$, $\frac{1}{9}$, $\frac{1}{10}$ as partitive division.

Fourth Grade. Ability to:

1. Read and write numbers to 1,000,000.
2. Add, subtract, and multiply whole numbers involving all difficulties.
3. Divide whole numbers using short and long division forms. Text 321-366.
4. Perform all fundamental operations with speed and accuracy according to fourth grade standards; check and prove all work.
5. Perform practical problems of fourth grade level.
6. Add and subtract simple fractions; fractions and whole numbers; take a fractional part of numbers; solve simple problems in the addition and subtraction of fractions.
7. Write Roman numerals to L; C, D, and M

8. Apply dry measures, linear measure, weight, surface and square measure; find rectangular areas; draw to scale; use a thermometer.

Fifth Grade. Ability to:

1. Read and write numbers to 1,000,000,000; read Roman numerals.
2. Add, subtract, multiply, and divide whole numbers, fractions, and decimals, including examples involving U. S. money.
3. Use liquid and dry measures; measures of time, length and surface in practical problems. Text 127-144.
4. Perform simple business operations, including expense accounts and savings accounts.
5. Analyze and work two-step problems involving U. S. money, fractions or the common tables of measure; analyze three-step problems.
6. Solve practical problems appropriate to the grade; check all operations and prove answers.
7. Make graph showing progress record; draw floor plan to scale.

Sixth Grade. Ability to:

1. Perform fundamental operations with whole numbers, fractions, decimals and denominate numbers.
2. Solve problems involving area and volume. Text 365-402.
3. Apply percentage to business practice.
4. Apply business forms and usage: Keeping accounts, receipts and expenditures; sales slips; making bills; writing receipts; writing checks; banking accounts; inventory and appraisal; graphs, post-office, telegraph, express and freight service. Text 324-347.
5. Solve practical problems appropriate to the grade; estimate answers and check results of all problems.

Seventh Grade. Ability to:

1. Perform the fundamental operations in whole numbers, fractions, decimals and denominate numbers with speed and accuracy.
2. Apply percentage to practical problems dealing with interest, profit and loss, commission, taxes, banking and insurance.
3. Apply business forms and usage to purchasing goods, budgeting, banking, stocks and bonds, expenditures, and investments.
4. Show a knowledge of practical measurements based upon the child's home experiences including the measuring of gas and electricity.
5. Solve practical problems suitable for testing arithmetical achievement. Text 257-263.

Art—Drawing and Design in Various Mediums

First Grade. Ability to:

1. Recognize the six standard colors (text p. 2) and use these in various media (pencil, crayon, chalk, charcoal, tempera) in making simple designs of things we eat, what we drink, where we live, trees, flowers, toys, pets, play fellows, persons, copies of pictures, persons and things in stories and poems.
2. Model clay into dishes, animals, human figures, fruits, birds, toys (text p. 17).
3. Illustrate on paper, wood, cloth and blackboard the main parts and actions in stories, poems and games.
4. String a loom and weave simple color combinations.
5. Fold, cut and use simple patterns; paste; use tools and materials skillfully.
6. Make (under teacher guidance) pictures, posters, booklets and frescoes which have theme, color, balance, variety and appropriate lettering.

Second Grade. Ability to:

1. Recognize the complementary colors in various media and use these in terms of "light", "dark", "bright" and "dull" in study of tints and shades of pure color.
2. Recognize dominant colors in nature and copy in simple pattern and various mediums—drawing, painting, modeling, weaving.
3. Produce in group, having theme and action, the designs listed in first grade, item one.
4. Recognize and plan costumes for Indians, Dutch, Japanese, Eskimos, United States soldiers.
5. Do block printing, lettering and mounting for posters, booklets, charts and bulletin boards in terms of grade art standards. Text 5, 9, 19.
6. Make (under teacher guidance) booklets, friezes, wall panels, movie shows, puppet shows, costumed playlets and sand table illustrations.

Third Grade. Ability to:

1. Use similar materials and illustrations as in grades one and two but in better form, more complicated pattern (including linoleum in original designs) and including in the illustrations more theme and action.
2. Make costumes and illustrations of stories, poems, and plays in Indian, Dutch, Japanese, Eskimo, Pilgrim and United States military life.
3. Express various art ideas by making grade objects—Christmas and May Day booklets, portfolios, animals and pets, pen holders, vases, book ends, book cases, bird houses, flower stands, play houses, curtains and personal costumes.
4. Judge, reconstruct, complete and preserve various illustrations in crayon, water colors, tempera, paper, cloth, wood, clay, thread and soap or other carving materials.

Fourth Grade. Ability to:

1. Express an idea in the form of a poster or booklet which has good theme, balance, print and color harmony.
2. Illustrate the following in series of original and colored pictures: poems, historical stories, seasons, local industries, and civic order.
3. Make from design or pattern substantial toys in raffia, cloth, clay, wood, and paints.
4. Make a loom and weave a rug in attractive design and color.
5. Work cooperatively, extensively and to the successful completion of pieces of art involving the efforts of a group—constructing a plantation, village, picture show, school fair.

Fifth Grade. Ability to:

1. Produce satisfactory complementary colors by mixing primary colors in the coloring of illustrations.
2. Produce appropriate contents for and bind securely an attractive grade book.
3. Weave a basket. Text 16.
4. Arrange a room artistically (schoolroom, bedroom, dining room, living room) including the arrangement of flowers and pictures.

Sixth Grade. Ability to:

1. Select appropriate pictures and statuary for the school and personal surrounding. Text 14.
2. Use dyes, designs and materials for creative textile work. Text 17.
3. Analyze and suggest improvement for the arrangement by rooms in the home and school; put plans on paper.
4. Select materials, make or copy designs for, and produce appropriate costumes for grade activities.

5. Sketch human faces and forms.
6. Copy in crayon, tempera and water colors scenes from nature and human life.

Seventh Grade. Ability to:

1. Make baskets of raffia or reed which have handles and covers; make lunch clothes and wall hangings with simple decorative designs; make rugs, scarfs, bags, bowls, candle sticks, urns, window boxes, flower trellis, bulletin board, easel, book racks, filing cases, leather purses and statuary.
2. Rebind library books.
3. Make, in colors, series of pictures showing evolution of bridges, homes, clothes, cooking, weapons, records, lights, transportation, schools; and illustrate great stories—Miles Standish, Great Stone Face, Snowbound, Legend of Sleepy Hollow.
4. Produce appropriate art in all school subjects—drawing in science, graphic charts and maps in geography and history, pictures and other illustrations in language.
5. Recognize and copy simple designs in native arts—Egyptian, Roman, Greek, Indian.
6. Design appropriate posters, announcements and programs for special occasions.
7. Sketch in colors a simple portrait and a landscape.

Music

First Grade. Ability to:

1. Sing twenty or thirty rote songs which are appropriate to this grade. Sing one stanza of *America*.
2. Listen attentively to music.
3. Interpret rhythms: $2/4$, $3/4$, $4/4$ time.
4. Read songs from chart and sing these songs with syllable names.
5. Select good tones.
6. Take part in five rhythmic or singing games; for example, to participate in activities of rhythmic band or toy orchestra.
7. Sing individually, correctly, and without harmful vocal habits five of the songs sung by the new class as a whole.

Second Grade. Ability to:

1. Sing thirty new songs appropriate to the grade—ten of them from memory. Sing one stanza of *America*.
2. Sing from song book for second grade following both the words and the music, individually and with group or class.
3. Read and sing at sight with syllables simple and easy melodies.
4. Recognize five compositions on hearing the first few measures of each; follow and recognize a recurrent theme in a new song.

Third Grade. Ability to:

1. Sing correctly and pleasingly thirty new songs, ten of them from memory, including two stanzas of *America*.
2. Recognize five compositions used as memory selections; respond to the common rhythms with reasonably good coordination, and identify a few of the common instruments in phonograph selections.
3. Sing simple songs from the third grade music text, both individually and with the class as a whole.
4. Sing at sight, by syllables, easy melodies in any of the usual nine major keys; recognize some twelve of the more familiar signs and terms used in connection with staff notation.
5. Write simple dictation exercises involving three to five tones in one exercise.

Fourth Grade. Ability to:

1. Attain standards for previous grades.
2. Sing correctly and pleasingly *America*, *Carolina*, and thirty new songs—at least ten from memory.
3. Sing at sight music appropriate to this grade as outlined in the textbook, both individually and with the class.
4. Recognize the tone and appearance of the instruments of the orchestra.
5. Recognize and write the names of twenty standard compositions from hearing the first few measures of each. Select music that has real musical merit and charm.

Fifth Grade. Ability to:

1. Attain standards for previous grades.
2. Sing correctly and pleasingly forty new songs—at least ten from memory, which should include two stanzas of *The Star Spangled Banner* and *America the Beautiful*.
3. Sing at sight music appropriate to this grade in either part or two-part singing as outlined in the music text for this grade.
4. Sing individually, freely and correctly and without harmful vocal habits, songs sung by the class as a whole.
5. Recognize and give titles to fifteen standard compositions.

Sixth Grade. Ability to:

1. Attain standards for previous grades.
2. Sing twenty unison songs, two-part and three-part songs, some of them from memory.
3. Sing individually at sight with words, simple two and three-part songs in any key.
4. Sing individually, freely, correctly and without harmful vocal habits, the songs sung by the class as a whole and selected from the music text for the grade.
5. Recognize and give titles and the names of composers of twenty-five standard compositions.

Seventh Grade. Ability to:

1. Attain standards for all previous grades.
2. Sing well, and with enjoyment a repertory of thirty songs of musical, literary, community, and national interest.
3. Sing at sight part songs of the grade, of a very simple hymn such as *Now the Day is Over*.
4. Show knowledge of the essential parts of elementary theory sufficient to give a correct explanation of any notational features contained in a song of average difficulty in the music text for the grade.
5. Recognize the instruments of the orchestra as to construction, tone, color, and function.

Writing

First Grade. Ability to:

1. Maintain fairly continuous movement.
2. Keep reasonably good writing position.
3. Display fair degree of accuracy in writing the digits, some of the more commonly used capitals and a few simple words including his own name.
4. Write at speed of 20 letters per minute in writing words of not more than three letters each.
5. Do the work outlined in text for first grade.

See manuals and writing scales for this and other grades from Zaner-Bloser Company, Columbus, Ohio, and The A. N. Palmer Company, New York.

Second Grade. Ability to:

1. Observe right and left margins in all written work.
2. Criticise his own work by comparison with one or more writing scales.
3. Write the quality designated for the second grade on the writing scales at a speed of 25 letters per minute, such words as occur in spelling or are common to second grade needs.
4. Complete the work outlined in text for second grade.

Third Grade. Ability to:

1. Keep reasonably good writing position.
2. Show development of automatic movement.
3. Write at a speed of at least 60 letters per minute and quality of writing measuring third grade on the writing scale.
4. Complete the work outlined in text for third grade.

Fourth Grade. Ability to:

1. Attain standards of all previous grades.
2. Write at rate of 65 letters per minute and quality of writing measuring fourth grade in writing scale.
3. Complete the work outlined in text for fourth grade.

Fifth Grade. Ability to:

1. Show appreciation of good handwriting.
2. Master correct slant, comparative heights of letters, uniform spacing of words, and letters, automatic movement.
3. Write 70 letters per minute and the quality of writing measuring fifth grade in the writing scale.
4. Complete the work outlined in text for fifth grade.

Sixth Grade. Ability to:

1. Attain standards for fifth grade.
2. Write 75 letters per minute and quality of writing measuring sixth grade on writing scale.
3. Complete the work outlined in text for sixth grade.

Seventh Grade. Ability to:

1. Make sharp, clear-cut, light unshaded lines of uniform size and slant.
2. Space letters and words correctly.
3. Align words and sentences evenly.
4. Write with rapidity, ease and endurance.
5. Write 85 letters per minute with the quality of writing measuring seventh grade on the writing scale.
6. Complete the work outlined in text for seventh grade.

Important:

Pupils in any of the grades should be excused from drill when the standard attainment has been reached and kept.

Physical Education

NOTE: Each child at the indicated grade level should be able to attain 75% of the following:

First Grade. Ability to:

1. Form a ring.
2. Throw a ball to a definite person at 5 feet distance.
3. Catch a ball at 5 feet.
4. Walk, run and skip to music.
5. Execute stunts for first grade. C. S. 293, 313-314.
6. Respond to directions.

7. Maintain correct posture for individual possibilities.
8. Play six new games, principally singing.*
9. Balance on a 2 inch beam, 12 feet long.

Second Grade. Ability to:

1. Throw a ball to a person at 10 feet distance.
2. Catch a ball at 10 feet.
3. Gallop to music.
4. Cooperate in playing games.
5. Execute stunts for second grade. C. S. 293, 313-314.
6. Maintain correct posture for individual possibilities.
7. Make suggestion for story plays that grow out of activities.
8. Play seven new games, principally singing.*†
9. Do forward roll.
10. Recognize lullaby, march, and play rhythms.

Third Grade. Ability to:

1. Run 50 yards in 9 seconds (Boys); six potato race (5 feet apart, 15 feet between can and finish) in 34 seconds (Girls).
2. Running vault over bar or fence—3 feet.
3. Throw baseball 90 feet (B); 75 feet (G).
4. Catch a fly ball at 45 feet—3 out of 5 (B); 30 feet (G).
5. Dodge ball thrown from any point within a 25 foot circle.
6. Do standing broad jump—13 feet (B). Bounce ball 25 times (G).
7. Jump rope or spin a top.
8. Execute stunts for grade. C. S. 313-314.
9. Kick soccer goal—3 out of 5 (B).
10. Play eight new games. (Include simple relays.)
11. Do one cart wheel.
12. Maintain good posture for individual possibilities.
13. Swim 20 yards free style in 20 seconds.
14. Jump in water (feet first) and swim 40 yards, coming to full stop once.
15. Rope climb hands and feet.
16. Shoot 2 basketball goals in 4 seconds (B).

Fourth Grade. Ability to:

1. Bowl volley ball to hit at 20 feet—3 out of 5 (B); 3 out of 10 (G).
2. Catch baseball, tossed 65 feet—3 out of 5 (B); 50 feet—3 out of 5 (G).
3. Run 50 yards in 8 seconds (B); 30 yards in 6 seconds (G).
4. Jump 5 feet 6 inches (standing broad) (B); 5 feet 4 inches (G).
5. Throw baseball 60 feet (B); 50 feet (G).
6. Make peasant and minuet curtses.
7. Slide to music.
8. Play fair at school.
9. Keep good posture for individual possibilities.
10. Play 9 new games.
11. Cart wheel or standing hop, step, jump—15 feet.
12. Chin oneself once, or head stand for 3 seconds.
13. Face float, 20 feet, three times.
14. Run six potato race (5 feet between, 15 feet between can and finish) in 32 seconds.
15. Serve volley ball (7 foot net)—5 out of 10.
16. Shoot 3 basketball goals in 30 seconds.

Fifth Grade. Ability to:

1. Hit bowling pin with 12-inch ball, at 25 feet—3 out of 10 (B); at 20 feet—3 out of 10 (G).
2. Catch a baseball at 65 feet—3 out of 5.
3. Run 50 yards in 8 seconds (B); 40 yards in 7 seconds (G).

*See Newson Manuals, Primer, Playtime, and Progressive Music and Hollis Dann Series.

†See also Trips to Take (Johnson).

4. Jump 5 feet 8 inches (standing broad) (B); 5 feet 6 inches (G).
5. Throw baseball 120 feet (B); 90 feet (G).
6. Execute polka and waltz rhythms in folk games.
7. Keep good posture for individual possibilities.
8. Slide and leap to standard music.
9. Do one standard folk dance.
10. Make original rhythmic pattern from several simple musical selections.
11. Shoot 4 basketball goals in 30 seconds.
12. Do stand, hop, step and jump—13 feet.
13. Cart wheel—2 times (B).
14. Swim 20 yards, free style in 18 seconds (B).
15. Jump in water feet first, swim 60 yards (B).

Sixth Grade. *Ability to:*

1. Baseball target throw 12-inch ball at 25 feet—3 out of 6 (B); hit bowling pin with 12-inch ball at 25 feet (G).
2. Catch baseball at 75 feet (B); 60 feet (G).
3. Run 100 yards in 14 seconds (B); 50 yards in 7 seconds (G).
4. Jump 5 feet 10 inches (standing broad); running high—3 feet, 10 inches; running broad—12 feet 4 inches (B).
5. Do standing hop, step and jump 15 feet (B); 13 feet (G).
6. Throw baseball 120 feet (B); 110 feet (G).
7. Execute step-swing-and-balance step.
8. Serve volley ball over 7-foot net—5 out of 10.
9. Shoot 3 out of 5 basketball goals.
10. Play 11 new games.
11. Play fair in games.
12. Keep good posture for individual possibilities.
13. Kick football goal from a tee—2 out of 5—45 feet distance.
14. Catch place kicked football behind goal posts—3 out of 5.
15. Run and vault over bar or fence—4 feet.
16. Rope climb, hands and feet, 16 feet (jumping start) in 9 seconds.

Seventh Grade. *Ability to:*

1. Hit bowling pin with 12-inch ball 35 feet distance (G).
2. Execute all rhythm steps above and work out unit using them.
3. Catch baseball 110 feet.
4. Run 220 yards in 33 seconds (B); 60 yards in 7 seconds (G).
5. Jump 6 feet 6 inches (standing broad) (B); 6 feet 2 inches (G).
6. Throw baseball 125 feet (B); 115 feet (G).
7. Forward head spring (B).
8. Show control of temper.
9. Shoot 3 goals in 25 seconds (B); shoot 3 out of 5 (G).
10. Play 12 new games.
11. Swim 180 yards, free style, in 37 seconds (B); swim 40 yards (G).
12. Hand stand (still) 3 seconds (B).
13. Keep good posture for individual possibilities.
14. Execute sailor dive in good form.
15. Hang between ropes, turn backward and return (bend only at hips).

NOTE: The attainment standards for the high school grades are the National Physical Achievement Standards for the Junior and Senior Certificates prepared by a committee of the National Recreation Association, 315 Fourth Ave., New York City. Used by permission. Permanent record cards may be secured for boys from this address.

Grades Eight and Nine (B). *Ability in:*

A. GAME SKILLS. To:

1. Kick football goal (from a tee) 2 out of 5—60 feet.
2. Throw baseball target (either corner), 12-inch ball.
3. Shoot basketball goal 7 in 30 seconds.
4. Serve tennis ball—3 out of 5.
5. Catch place kicked football behind goal posts—4 out of 5.

B. TRACK AND FIELD. To:

1. Run 100 yards dash in 13 seconds.
2. Do running broad jump—12 feet 10 inches.
3. Do running high jump—4 feet.
4. Throw baseball (regular league ball)—145 feet.
5. Run 220 yards in 32 seconds.

C. GYMNASTICS. To:

1. Rope climb, hands and feet, 16 feet (jumping start) in 8 seconds.
2. Hand stand (still) for 4 seconds.
3. Run vault over bar or fence—4 feet 6 inches.
4. Hang between ropes, turn backward and return (bend only at hips knees rigid).
5. Forward hand spring.

D. WATER SPORTS. To:

1. Swim 200 yards.
2. Recover an object weighing 5 pounds—3 in 5 by surface dives in 8 feet of water.
3. Swim 40 yards, free style, in 35 seconds.
4. Execute front jack dive in good form.
5. Demonstrate 4 of the following strokes: back, side, crawl or trudgeon, swimming 50 feet for each stroke demonstrated.

NOTE: Junior Red Cross Life Saving test accepted in place of these standards.

Grades Ten and Eleven (B). *Ability in:***A. GAME SKILLS. To:**

Attend regular practice and play in at least two full games on any one of the regular teams: Football, Baseball, Basketball, Speed Ball, Soccer, Volley, Hockey, Tennis, or be runner up in tournament of other teams.

B. TRACK AND FIELD. To:

1. Run 100-yards dash in 11½ seconds.
2. Running broad jump—15 feet 6 inches.
3. Running high jump—4 feet 6 inches.
4. Throw 8-pound shot—33 feet.
5. Run 220-yards dash in 28 seconds.

C. GYMNASTICS. To:

1. Rope climb hand over hand (from sitting start)—18 feet.
2. Backward roll to hand stand or upstart.
3. Do standing bar vault—5 feet.
4. Circle bar backward from hand to front support (any dismount).
5. Handspring backward or somersault front or back.

D. WATER SPORTS. To:

1. Swim 440 yards.
2. Recover an object weighing 10 pounds—5 in 5 by surface dives in 8 to 10 feet of water.
3. Swim 100 yards, free style, in 1 minute and 25 seconds.
4. Execute front, back and front jack dives in good form.
5. Tread water one minute.

NOTE: Senior Red Cross Life Saving test accepted in place of these standards.

Grades Eight and Nine (G)*. *Ability in:***A. GAME SKILLS. To:**

1. Throw 12-inch indoor baseball (accuracy)—2 in 5 at 25 feet.
2. Serve volley ball—2 in 5.
3. Tennis serve—3 in 6.
4. Throw basketball goal from 10-foot line—2 in 5.

*See also section on North Carolina High School Girls Athletic Association, page 74.

5. Kick soccer goal from a stand (from penalty kick line, 36 feet in front of goal which is 18 feet by 6 feet high)—3 in 5.
6. Bat a fair ball (indoor baseball)—3 in 5.
7. Throw a basketball 25 feet accurately enough to be caught, or at a target.

B. TRACK AND FIELD. To:

1. Run six potato race in 22 seconds.
2. Run all up Indian club race in 30 seconds.
3. Run 50-yards dash in 8 seconds.
4. Throw Round Arm Dodgeball, using volley ball—45 to 75 feet.
5. Run and catch, rope 6 feet high—go 30 feet, make three trips.
6. Throw 8-inch indoor baseball—100 to 150 feet.

C. STUNTS. To:

1. Balance, 1 deep knee bend for 24 feet—1 in 2.
2. Vault over buck or leap frog over person 3 feet high.

D. WATER SPORTS.** To:

1. Jump into water, feet first, swim 60 yards without touching pool on the bottom, come to full stop and assume vertical position at least once.
2. Recover 5-pound object, in 6 feet of water by surface dive—1 in 5.
3. Swim 20 yards, free style, in 24 seconds.
4. Execute a front dive (running or standing header) in good form.
5. Demonstrate two of the following strokes: breast, back, side, crawl, or trudgeon, swimming 50 feet for each stroke demonstrated.

NOTE: Junior Red Cross Life Saving Test accepted in place of these standards.

E. RHYTHMS. To:

1. Waltz step.
2. Polka step.
3. Mazurka step.
4. Scottische.
5. Demonstrate two standard folk rhythms.
6. Beat $\frac{2}{3}$ and $\frac{6}{8}$ rhythm.
7. Make one original adaptation of any one of the fundamental steps listed.

Grades Ten and Eleven (G). Ability in:

A. GAME SKILLS. To:

1. Throw 12-inch indoor baseball—4 strikes out of 6 throws at 30 feet.
2. Serve volley ball—10 in 12.
3. Serve tennis ball—4 in 5.
4. Throw basketball goal—3 in 6.
5. Bowl and score, using 10 Indian clubs and a croquet ball, indoor baseball, or shot.
6. Throw playground ball up, bat it and run to base 45 feet away.
7. Shoot 15 basketball goals in one minute.
8. Attend regular practice and play in a total of at least two full games; know and referee any two of the following games: field ball, speed ball, soccer, volley ball, basketball, captain ball, tennis, golf, horseshoes, archery, bowling, newcome.

B. TRACK AND FIELD. To:

1. Run 50-yard dash in $7\frac{3}{4}$ seconds.
2. Run six potato race in 20 seconds.
3. Run all up Indian club race in 28 seconds.
4. Pass 8 out of 10 basketballs accurately.
5. Throw Round Arm Dodgeball 60 feet.
6. Throw playground baseball 112 feet.
7. Run obstacle race in 23 seconds.

**Taken from Swimming Badge Tests, revised, N. R. A. No. 2466.

C. STUNTS. To:

1. Balance book on head, one deep knee bend—24 feet, two trials.
2. Raise trunk—12 times.
3. Knee dip.
4. Hand stand.
5. Travel on bar or ladder horizontally.
6. Jump stick.
7. Straddle vault over buck or leap frog over person—3 feet 6 inches height.

D. WATER SPORTS.** To:

1. Swim 180 yards.
2. Recover 5-pound object in 8 feet of water by surface dive—2 in 5.
3. Swim 40 yards, free style, in 45 seconds.
4. Execute front and jack dives in good form.
5. Explain the theory of floating and float on the back, remaining in position, for at least one minute. (Full credit allowed for form if candidate sinks).
6. Demonstrate three of the following strokes: breast, back, side, crawl, or trudgeon, swimming 50 feet for each stroke demonstrated.

E. RHYTHMS. To:

1. Demonstrate elements of natural clog or tap rhythms, and three rhythms.
2. Demonstrate Virginia Reel or several country dance rhythms.
3. Demonstrate two character or folk dances.
4. Demonstrate an original rhythmic interpretation.

References:

1. North Carolina State Course of Study for Elementary Schools, 1930, p. 411, references to exercise, posture, and play in section on Health.
2. Physical Education in the High Schools. Educational publication No. 104, State Department of Public Instruction.
3. Lessons in Physical Education for the Elementary Grades. (Out of print.)
4. Twice 55 Games with Music. C. C. Birchard and Co., Boston, Mass. 25c. (Full piano accompaniments, 75c.)
5. State adopted texts for music.
6. Play Activities for Elementary Schools. LaSalle. A. S. Barnes and Co., New York. \$2.00.
7. Rhythms and Dances for Elementary Schools. LaSalle. A. S. Barnes and Co., New York. \$3.00.
8. Manual of Physical Education—Activities for Elementary Schools. State Department of Education. Neilson and Van Hagen, Sacramento, Cal. \$1.25.
9. Manual of Physical Education for Elementary Grades. Bureau of Nutrition and Health. Division of Extension, University of Texas. \$1.00.
10. Rural and Small Community Recreation. Playground and Recreation Association, 315 Fourth Ave., New York. \$0.75.
11. A Guidebook for Safety Education. National Bureau of Casualty and Surety Underwriters. 1931. New York. \$0.75.

**Taken from Swimming Badge Tests, revised, N. R. A. No. 2466.

SUPERVISION—THE IMPROVEMENT OF INSTRUCTION

There were 23,900 teachers employed in the public schools for the year 1930-31, this number being 350 more than were employed during the next preceding year. Of this number 17,857 were white and 6,043 colored, or divided according to rural and charter systems, 17,341 rural and 6,559 charter.

They were the best trained corps of teachers the public schools had ever had. Of the total number, 22,927 (17,771 white and 5,156 colored) had at least four years of high school training, and only 973 white and 887 colored had only high school training or less.

The following table shows the number of each kind of certificate held by the white and colored teachers of the State for 1930-31:

KIND OF CERTIFICATE	WHITE	COLORED	TOTAL TEACHERS
County	56	411	467
Provisional B .....	.....	4	4
Provisional A	5	25	30
Temporary	25	447	472
Provisional Elementary .....	.....	.....	.....
Elementary B	675	916	1,591
Elementary A	2,368	1,201	3,569
Prov. Primary and Grammar Grade C .....	.....	.....	.....
Primary and Grammar Grade C	2,313	699	3,012
Primary and Grammar Grade B	3,421	1,131	4,552
Primary and Grammar Grade A	2,815	251	3,066
Elementary Principal	81	6	87
Provisional High School .....	.....	.....	.....
High School C	185	81	266
High School B	574	210	784
High School A	4,359	557	4,916
High School Principal	665	95	760
Supervisor	40	5	45
Superintendent*	275	4	279
Total Number	17,857	6,043	23,900

*Does not include actual superintendents in systems having attendance permitting more than twenty teachers.

In 1922-23 the average training of white teachers was slightly more than one year in college. The white teachers employed during 1930-31 had an average training of approximately three years in college.

From 1923-24 to 1930-31, the training of Negro teachers increased from less than high school graduation to one and one-half years in college.

The training of rural white teachers has been raised two years within the 8-year period. Although the training of teachers employed in charter schools has been raised little more than three-fourths of a year during this period, their average is nearly a year above that of rural teachers.

In the colored schools the increase in training of teachers from 1923-24 to 1930-31 was slightly greater in charter systems than in the rural systems. The training of rural colored teachers has been raised more than a year and a half during seven scholastic years.

At the present time there are very few white teachers with training equivalent to less than high school graduation. Only .5 per cent of the white teachers are now in this class, whereas in 1921-22, 19 per cent of the white teachers held certificates based on training lower than graduation from a standard high school.

In 1921-22 teachers who were just high school graduates represented 36.2 per cent of the total; in 1930-31 only 3.8 per cent of the white teachers were in this group. In other words, only 4.3 per cent of the white teachers did not have some college training.

The percentage of teachers having three and four years of college training tends to increase. In 1921-22 only 5.8 per cent of the white teachers were in the "three-year college" group, and 15.8 per cent in the "four-year college" group. During the year 1930-31, 46.2 per cent of all white teachers had completed the work of a standard four-year college course.

For the white teachers there are now no counties having teachers whose average training is less than high school graduation.

There has been commendable progress in the training of teachers, but the facts presented indicate all too clearly that much remains to be done before the State will have an adequately trained professional teaching staff. It is quite evident that many teachers now employed need not only increased academic training, but guidance, assistance and stimulation. Even the best trained teachers profit greatly from proper supervision. Some superintendents, principals and heads of departments in large schools are equipped to supervise teachers, and have rendered fine service in this connection. The rural supervisors in the counties have rendered a high order of service, achieving notable results.

Data are available to show that wherever supervisors have been employed in city or rural schools instruction has been improved, retardation and elimination of pupils have been decreased, and the whole program of education has been strengthened.

A constant problem in education is the improvement of instruction and emphasis upon it should be commensurate with its importance as a part of the program to provide equality of educational opportunity for every child in the State.

TEACHERS' MEETINGS

Teachers' meetings should be one of the chief sources of professional help for teachers. They constitute one of the best means available to superintendents for the improvement of instruction.

In order for such meetings to have significant educational value they must be well planned and properly conducted. When thus provided for they aid materially in bringing about a common understanding and unity of effort on the part of teachers.

A teachers' meeting should be an occasion for frank discussion of the educational problems of the school system and should be conducive to harmony and unity of effort on the part of all those who are charged with carrying on the educative process.

As suggestions to superintendents and to assist them in conducting at least five county-wide teachers' meetings each school year, outlines for meetings have been worked out as follows: General or Administrative topics, Reading, Language, Health, Library, and Arithmetic.

A county superintendent may select any series he prefers. For example, he may decide to have the five meetings on Reading. The subject is outlined for each of the five meetings, and if additional information is desired it will be furnished by the State Department of Public Instruction. Furthermore, a representative of the Department will attend meetings whenever possible and assist in conducting the meetings.

County superintendents may, of course, select topics not mentioned in this Handbook, but assistance from the Department can be assured at present only on the topics outlined.

All reference material should be secured well in advance of the teachers' meetings, topics assigned to those who are to discuss them, and graphs and mimeographed materials prepared ahead of time. Proper planning will be rewarded by successful meetings.

"The keynote of every teachers' meeting must be the effective assistance to the assembled teachers in improving their teaching."

Administrative Topics

First Meeting: Attendance.

Purposes: To show the significance of attendance and to secure as nearly one hundred per cent attendance as possible; to show the relationship of attendance to progress and promotion of pupils, to retardation, and to the cost of instruction per pupil.

Reference: State School Facts, May 15, 1930, and May, 1932.

1. Enrollment and average daily attendance in each school in the county for 1931-32.
Percentage of attendance in each school, and rank of each school in the county (Use blackboard or mimeographed sheets).
2. How does your county rank with other counties?
3. What causes contributed most largely to non-attendance in your grade? In your school? In your county? How do these causes apply to the different grades?

The main causes of non-attendance are:

- | | |
|-----------------|--------------------------|
| a. Home work | e. Out of town |
| b. Outside work | f. Poverty |
| c. Weather | g. Truancy |
| d. Illness | h. Parental indifference |

4. How to secure attendance:
 - a. Compulsory attendance law. (Discussion led by attendance officers.)
 - b. Transportation.
 - c. Cooperation of parents.
 - d. Prizes and awards for perfect attendance by individual pupils and by grades. Experience related by teachers who have been successful in maintaining high percentage of attendance.
 - e. A well arranged program as a factor in keeping children in school.
 - f. Athletics as a factor in school attendance. (Paper and discussion led by high school principal.)
5. Paper read by some teacher on "Relationship between School Attendance and School Progress and Promotion," using individual cases of pupils in her grade.

Second Meeting: Classification and Promotion of Pupils.

Purposes: To show how pupils should be classified; to show how retardation and elimination may be prevented; to find out why children fail in school and how to prevent such failure.

References:

State School Facts:

A Study of Promotions, October, 1930.

Rural and City Age-Grade Situations, July, 1930.

Enrollment by Age and Grade, December, 1931.

A Study of the Age-Grade Situation, September 1, 1930.

Cubberley, The Principal and His School, Chap. XIX. Houghton Mifflin Co., New York.

1. Basis of Classification—

- a. Intelligence test scores.
 - b. Achievement test scores.
 - c. Grade attainments. See page 25.
 - d. Ability to work.
 - e. Age, physiological and psychological.
 - f. General physical condition.
 - g. Provision for individual differences—special classes.
- Otis classification test or any other satisfactory test may be used.

2. Promotion—

- a. Grade attainments as basis for promotion. See page 25.
- b. Retardation and elimination.

The following are the chief causes of failure of pupils:

- Low mentality
- School study habits
- Previous preparation—late start
- Indifference toward school—laziness
- Home environment
- Home study habits
- Physical defects
- Moving about—irregular attendance
- Size of class
- Course too heavy—overworked
- Highly emotional—timidity
- Outside activities
- Unsatisfactory text-books
- Domestic trouble
- Double promotion
- Teacher's absence
- Poor teaching
- Truancy

- c. How many pupils in your grade failed last year? Account for each failure. Do the causes of failure listed in 2, b, apply alike to all grades and subjects. Explain.

- d. Rank the schools in the county on the basis of promotion. State School Facts, October, 1930.
- e. Study the age-grade situation in your county. State School Facts for July 1, 1930; December, 1931; September 1, 1930; and May, 1932.

Third Meeting: Directed Study.

Purposes: To learn the essential factors in studying; to learn how to direct the studying of pupils that they may acquire good study habits; to direct the studying of pupils to the end that they may learn more effectively.

References:

Kornhauser, How to Study, University of Chicago Press, Chicago.
Shreve, Supervised Study Plan of Teaching, Johnson Publishing Co., Richmond, Va.

Yoakam, Reading and Study, Macmillan Company, New York.

1. What is the meaning of study? Give two or three definitions.
2. What is the meaning of directed study?
3. What is the relation of directed study to improvement of instruction?
4. What are the tools of study?
5. Why should a specific course in the use of books be given in the elementary school? (Yoakam—Chap. VII.)
6. Can your pupils as a whole read for certain specific purposes, namely,
 - "a. To answer simple questions of fact.
 - b. To find answers to problems.
 - c. To reproduce the main thought and the supporting details.
 - d. To select certain facts needed to prove a point in a discussion.
 - e. To evaluate the material in the light of their problem or question.
 - f. To supplement the thought of the author.
 - g. To gather new material for their problems.
 - h. To formulate the question the material answers.
 - i. To evaluate the form in which the material is presented.
 - j. To select pictures or illustrations for their own purposes.
 - k. To get directions for constructive activities."
 (This list is from Yoakam, p. 468.)

Fourth Meeting: Tests and Examinations.

Purposes: To acquaint teachers with new type tests and to secure their use in the instruction, gradation, classification and promotion of pupils.

References:

Ruch, Improvement of the Written Examination, Scott, Foresman & Co., Atlanta, Ga.

Orleans and Sealy, Objective Tests, World Book Co., Yonkers, N. Y. Elementary Handbook, page 16.

Lang, Modern Methods in Written Examinations, Houghton Mifflin Co., New York.

1. Function of examination.
 - a. Motivation.
 - b. Training in written expression.
 - c. Measurement.
2. Types of examination.
 - a. The traditional "essay type" of written examination.
 - b. The standardized educational test or scale.
 - c. The newer objective examination.
3. The criteria of a good examination.
 - a. Validity: The degree to which a test or examination measures what it purports to measure.

- b. Reliability: The degree to which a test or examination measures what it really does measure, not necessarily what it purports to measure.
- c. Objectivity: The degree to which the personal element or judgment is eliminated in the scoring of the answer.
- 4. Ease of administration and scoring.
Administration of objective examination is no more difficult than that of the traditional type.
- 5. Standards: "A pupil can fairly be said to have been measured when he has been correctly spaced along a scale of merit in such a way that his relative achievement with respect to the other members of the group has been reliably portrayed."
- 6. Types and construction of the newer objective examinations.
 - a. Recall types.
 - (1) Simple recall questions.
 - (2) Completion exercises.
 - b. Recognition types.
 - (1) Multiple response.
 - (2) True—false.
 - (3) Best answer.
 - (4) Matching exercises.
 - (5) Identification.

Fifth Meeting: Character Education.

Purpose: To make the school function in character education.

References:

Charters, *The Teaching of Ideals*. Macmillan Co., New York.
Germane and Germane, *Character Education*. Silver Burdett & Co., New York.
Tenth Yearbook of the Department of Superintendence. Department of Superintendence, Washington, D. C.

- 1. Five fundamental factors.
 - a. Diagnosing the situation.
 - b. Creating a desire.
 - c. Developing a plan of action.
 - d. Requiring practice.
 - e. Integrating personality.

References:

Charters.
Germane and Germane, Sec. II.

- 2. Student activities valuable for character building.
 - a. Club activities: boy scouts, girl scouts, and similar clubs, civic leagues or improvement clubs, and athletic clubs.
 - b. Organized games and physical education periods during intermissions and after school.
 - c. School control: student councils, student organizations by rooms or classes, junior traffic officers and student control of the playground, basement and corridors.
 - d. Assemblies of two or more rooms of pupils.
 - e. Social activities, parties, entertainments, play days and school picnics.
 - f. Other activities such as Junior Red Cross, school paper, school projects, and banking.

References: Germane and Germane, Sec. III.

- 3. Character education through the regular school subjects.
- 4. Direct moral instruction.

References:

Fourth Yearbook, Department of Superintendence. 404-413.
Germane and Germane, Sec. I.

NOTE: Part II of Character Education by Germane and Germane is a Program for the Home. This is an excellent discussion and is recommended for use in parent-teacher associations or other study groups. This book is one of the best treatments of Character Education to be found anywhere.

Reading

Purpose: The program for the series of teachers' meetings on the subject of reading is designed primarily for the improvement of classroom instruction. The detailed outline for the five meetings is as follows: (a) the beginning point in the teaching of reading in each grade; (b) materials and methods of instruction; (c) individual differences, deficiencies and remedial work; (d) measuring pupil progress in reading; (e) the integration of reading and other school subjects.

References:

- Brooks, The Applied Psychology of Reading. D. Appleton & Co., New York.
 Gates, Interest and Ability in Reading. Macmillan Co., New York.
 Gates, The Improvement of Reading. Macmillan.
 Garrison & Garrison, The Psychology of Elementary School Subjects. Johnson Publishing Co., Richmond, Va.
 Gist and King, The Teaching and Supervision of Reading. Charles Scribners Sons, New York.
 Mossman, Teaching and Learning in the Elementary School. Houghton-Mifflin Co., New York.
 Paterson, Teaching the Child to Read. Doubleday, Doran & Co., New York.
 *Pennell and Cusack, How to Teach Reading. Houghton.
 Russell, Classroom Tests. Ginn & Co., New York.
 Schmidt, Teaching and Learning the Common Branches. Appleton.
 Storm and Smith, Reading Activities in the Primary Grades. Ginn.
 *Yoakam, Reading and Study. Macmillan.
 North Carolina State Course of Study (1930), State Department of Public Instruction.
 Twenty-fourth Yearbook, National Society for the Study of Education, Part I. Public School Publishing Co., Bloomington, Ill.
 The Classroom Teacher, Vols. II, VI. The Classroom Teacher, Inc., Chicago, Ill.

First Meeting: Making a Better Beginning in the Year's Work.

1. Finding the beginning point for each child.
2. Reviews and preparation for new work.
3. Pupil adjustment and grade placement.
4. The detailed program in reading.
5. The development of study habits.

References:

- C. S. pp. 17, 21-22, 24-26, 29-32, 33-117.
 Pennell & Cusack. pp. 156-290.
 Garrison & Garrison. pp. 333-350.
 The Twenty-fourth Yearbook. Part I, Chaps. III, V, XI.
 Yoakum. Chap. XII.
 Storm and Smith. Chaps. XIII, XIV.

Second Meeting: Materials and Methods for Instruction.

1. The bases for selection of materials.
2. Adaptation to pupil growth and to grade levels.
3. The importance of a wide range and variety of materials.

Select one of the texts starred () for teacher's use if one text only is to be used. However, it is more desirable that teachers have access to any or all texts listed.

4. The development of modern methods in the teaching of reading—a comparative study.
5. The relation of method to the type of materials used, such as work-type and recreatory readers.

References:

C. S. pp. 15, 18-19, 22-28, 35-38, 55-56, 69-70, 80-100, 103-110, 113-116.
Pennell & Cusack. See index.
The Twenty-fourth Yearbook. Chap. VII.
Patterson. Chaps. III, XII, XIII.
Gist & King. Chaps. III, IV, V, VI, VII, VIII, IX.
Mossman. pp. 206-227.
The Classroom Teacher. Vol. II, Chap. IX, Vol. VI, pp. 425-32.

Third Meeting: Individual Differences, Deficiencies, and Remedial Work.

1. How to discover individual differences.
2. Adequate provision for individual instruction.
3. Evidences of deficiencies, diagnostic and remedial work—to be charted.

References:

C. S. pp. 32-34, 112.
The Twenty-fourth Yearbook. Chaps. VIII, X.
Pennell & Cusack. Chap. X.
Russell. See index.
Gates. Interest and Ability in Reading. Chap. VIII.
Gates. The Improvement of Reading. Chap. XII.
Yoakum. 71-72, 298-299.

Fourth Meeting: Measuring Pupil Progress.

1. In terms of attitudes, appreciations, habits, skills and knowledges.
2. Evidences of growth and development in reading abilities by individual pupils.
3. Satisfactory outcomes of the reading program as checked daily and at longer intervals.

References:

C. S. pp. 19-21, 29-32, 48-49, 70-71, 87-90, 100-101, 111, 117.
The Twenty-fourth Yearbook. pp. 11-19.
Mossman. Chap. II.
Gates. The Improvement of Reading. pp. 32-33.
Schmidt. Chap. I. pp. 204-209.
Garrison & Garrison. Chap. XV.
Brooks. Chaps. VIII, IX.

Fifth Meeting: The Integrated Reading Program.

1. Reading in connection with other classroom activities.
2. Transfer of study skills.
3. Relation of reading to content subjects.
4. Appropriate reading habits in every school subject and activity.
5. The relationship existing between the objectives of reading and the various school activities involving reading.

References:

C. S. pp. 106-107.
Gist and King. Chap. VII.
The Twenty-fourth Yearbook. Chaps. I, V.
Yoakum. Chap. XVII.
Mossman. pp. 112-118.

Language

Purposes: To help institute for the pupil a language program which will cause him to discover and to make worthy use of all his language powers: (1) ability to express wants in an easy and convincing manner; (2) ability to interpret thoughts of others given orally or in print; (3) ability to evaluate language expressions and to suggest ways of improvement, including the mastery of language forms; (4) broad knowledge of literature and general reading matter; (5) ability to reproduce in outline and in summary material read; and (6) habit of *creating* language material. To help teachers understand and properly adapt the suggestions in the 1930 State Course of Study in Language; to develop on the part of all concerned a felt need for a grade language program in the schools; to help the teacher discover and use new resources in the teaching of language: (1) personal interest, (2) grade material in the school and that which may be had for the school, (3) professional references and (4) cooperation from fellow teachers, pupils and parents; to build up in schools a collection of the best materials in language: (1) literature and references, (2) pupil's individual and pupil's creative work, (3) teacher references, including measuring scales for pupils; to establish a group-teacher interest in language instruction, which will result in continued professional meetings.

References:

North Carolina Elementary Course of Study, 1930—119-222.

Bryce, Language Training in the Primary Grades. Newson & Co., New York. \$1.20 (For teachers of first and second grades).

Blaisdell, Ways to Teach English. Doubleday, Doran & Co., Garden City, N. Y. (For teachers of grades three to seven, inclusive). \$2.25.

Stone, Supervision of the Elementary School. Houghton-Mifflin Co., New York. \$2.50 (For school principals).

Standardized Tests (Course of Study, 1930, and county office).

First Meeting: Principles Underlying Language Teaching and Course of Study Building.*

1. In your own words: (1) define language, and (2) list major language values.
2. List life situations in which: (1) oral language is most essential, (2) ability to express oneself in writing is most essential, (3) ability to interpret reading matter is most essential. C. S. 120-122.
3. Name and illustrate four principles of self-expression. Blaisdell 7-11. Are there still others?
4. What neighborhood interests may be easily discovered or aroused in your pupils and how may these be used to develop self-expression? Bryce 27-73; Blaisdell, Chapters 4 and 5.
5. Observe an adult with whom you are closely associated. In how many language forms does he express himself? What is his best form? What are his best possibilities? Why have these not been developed?
6. Justify this statement: "Every English recitation should begin with from three to five minutes of habit-forming drill." Blaisdell 152.
7. Check your own language performance by standards set up in Blaisdell, Chapter 12, and C. S. 120-122, 211-222.
8. How many of the devices in C. S. 127-130 have you used successfully during the past year? State the most effective devices you have used, and those you are now using.
9. Formulate a set of principles to guide you in your language teaching.

*Teachers and principals of all elementary grades in attendance.

References:

- Primary Teachers—Bryce 17-26.
Grammar Grade Teachers—Blaisdell 7-133.
School principals—Stone, Chapter IX.
All teachers—C. S. 126-127, 133-134, 166-178, and Teacher's Guide for the use of The Open Door Language Series 4-14.

Second Meeting: Language Objectives and Materials.*I. Objectives:*

1. Justify the inclusion of all the objectives for language as given in C. S. 122-123. Re-state as many of these as you find unsatisfactory.
2. Give from the C. S. the suggested language objectives for the grade or grades you are teaching.
3. Compare these with the grade aims in the Teacher's Guide for Use of the Open Door Language Series. What are the major differences?
4. Study these in relation to expected grade outcomes. Are they consistent? Are they within the reach of the average pupil in the grade? Are the necessary outcomes adequately stated?
5. State by grades the language aims or objectives you are using as a basis for your language teaching.
6. List for a period of one week all the language errors made by the adults of your community, the school, your particular pupils. Are the three lists identical? Why? Select the ten most common errors and plan a campaign for their elimination.
7. List slang expressions heard at school and in the community. Classify in two lists: (1) those reflecting the alert mind, (2) those the lazy mind. Make a plan for encouraging the desirable and eliminating the undesirable. Plan means for intelligent pupil judging of slang.
8. Which is the more valuable possession: a language fact or the language habit which may accompany the mastery of a fact? Why?
9. For the average person which is the more important: skill in oral language or skill in written language? Why?
10. Should our emphasis in teaching be placed on oral or on written language? Why? Give the relative proportion of time for each by grades. C. S. 131.

II. Materials:

1. Make a survey of the language materials available in your school as compared with materials listed by grades. Are you adequately equipped? What supplementary material is available in the homes, by library loan, through school purchase?
2. What special provisions are made in your school for study of news items and present day problems? What materials are available to pupils?
3. What unusually satisfactory uses are you making of material that you would like to explain to others? Where do you find your best help?
4. In what grades is a language text required? What constitutes the language material and source of teacher help for grades not requiring a text?
5. In other school subjects is the language of your pupils complementary or detrimental to your language course? Why? What suggestions have you to offer?

Third Meeting (departmental): Oral Language.

1. When should oral language teaching begin? How should it be presented to the pupil—directly or indirectly?
2. On what basis, if any, can oral language ability be measured? C. S. 149, 169. What are the essential steps in the development of good oral language in your grade or grades?

3. What general weaknesses in oral language are prevalent in your classroom? How are you attempting to meet these? C. S. 147, 148, 193, 194.
4. What types of oral language are best suited to your grade or grades? To what extent are you using each type?
5. Prepare a list of suitable subjects for oral conversation in your grade or grades. Example, C. S. 141-142.
6. Make a list of objectives for teaching oral language in your grade or grades. Justify each and state the means you are using for the realization of each. C. S. 182.
7. Give your plan or plans for eliminating language errors in oral speech. When should the pupil's attention be called to the error? Who should supply the correct form? State three or more good devices for the elimination of oral speech errors of your pupils.
8. What provision should be made for oral language training beyond the language period? How are these needs met in your school?
9. What provision, if any, is made for drill on correct form? Is this proving adequate? Why?
10. How can we best enlarge the pupil's speaking vocabulary? To what extent is this being done for your pupils? Your school? To your satisfaction?
11. Measure pupil's vocabulary, speech, accuracy sentence ability, paragraph ability and ability to outline. How can this be done? What do we find? What is being done for improving conditions? Bryce, Chapter XXI.
12. Prepare a list of teacher references which will help to solve each of the above problems.

Fourth Meeting (departmental): Writing Language and the Interpretation of Written Language.

1. State the major additional language skills necessary to writing language as compared to giving the same thought orally. Bryce, Chapter XXIV. Blaisdell, Chapter 16 and p. 529-547, C. S. 211-222.
2. When should written language be introduced? In what grades? What form and style? To what extent in each elementary grade? What major abilities in the writing of language did you expect of your pupils at the beginning of this year? Were these abilities sufficiently in evidence?
3. How did you determine the ability of the individual? C. S. 174-175. What is being done to meet shortages from previous grades?
4. Collect monthly and preserve samples of each pupil's written work in various styles—prepared as language work, as general class work (such as written spelling, note books, written memorandum for personal use). Analyze these and provide necessary improvements. What are your outstanding problems? How do these compare with those discovered by teachers of similar grades? What additional plans have been found to work well by other teachers?
5. Review the language objectives and expected outcomes for the grades you are teaching and study carefully those which apply to writing language. Report on the C. S. references which you have found to be most helpful in the teaching of writing language. Blaisdell, Chap. 21.
6. How does the pupil's reading ability, experience and interests affect his written language and his ability to interpret the written thoughts of others? Blaisdell, Chapters 33-40.
7. Prepare a list of desirable subjects for written narrative in your grade or grades. Have your pupils prepare a list. How do these lists compare? Have each pupil develop one each: narrative, letter, outline, announcement, as an illustration of growing ability each month. Compare growth of the various pupils in each.

8. Prepare and demonstrate, or try out and report on, definite plans for teaching: a poem, a picture, a story to be read by pupils, a book review, a play, a good social or business letter.
9. Justify the organization of a language club, a literary society, a reading club, a travel club.
10. Do the language tests make ample provision for an enriched language course? How do they compare with the course of study?
11. Check on your recent social letters by composition standards. C. S. 172-174 and 206-207. What do you think of your own language abilities?
12. State by grades the language objectives you use for teaching written language.

Fifth Meeting: Measuring Language Achievement and Adapting Instruction.

1. Study samples for each pupil's work for each school subject. Exhibit the best in this meeting. Does each piece show a distinct improvement in language skill as compared with those of the preceding month? Does the language in other subjects compare favorably with that of the language period?
2. Study kinds of tests necessary to measure language achievement (spelling, vocabulary, accuracy, written work, appreciation).
3. Set up criteria for the making and for the selecting of tests. Select a list of tests for your school next year. Exchange with teachers some of the most satisfactory language tests and language checks made by teachers this year.
4. Have a committee summarize and evaluate the professional work done in this series of meetings. If possible supplement this report with reports on faculty work in local schools.
5. Have this committee record recommendations for future meetings on the teaching of language. Provide for the publication of any outstanding language accomplishments during the year. Send copy of your committee report to the State Department of Public Instruction.

An Adequate School Health Program

Purposes: To help institute for each child a positive personal health program which will enable him to reach and maintain the highest level of physical, mental, and social health of which he is capable; to help develop the school and community health point of view to a degree where this is made possible; to help teacher and child gain such facts and develop such attitudes and appreciations as will make the school health program and the public health program permanent; to assist the school executive in guiding the professional work of his teachers by providing a simple plan to be adapted and used in the most profitable way.

Materials Needed:

1. Scales for weighing. Each school should have a pair, but with a full-time nurse it will likely be possible for her to transport these readily from one school to another so that monthly weight records may be obtained.
2. Tape line and chalk box for measuring height. C. S. 279.
3. Permanent health cards for recording results of physical examination. If these are not already on file in the school for every child they may be secured as follows:
 - a. From the State Board of Health, Raleigh, North Carolina, for all ages.
 - b. From the State Department of Public Instruction, Raleigh, North Carolina, for beginners.

4. Snellen Eye Chart. State Board of Health, Raleigh, North Carolina.
5. Growth Charts, classroom or individual, supplied by the State Department of Public Instruction, Raleigh, North Carolina, and the American Child Health Association, 450 Seventh Avenue, New York City, at 3c each.
6. Money for correcting defects discovered in the physical examinations: e.g., defective teeth, undernourished, dependent children, diseased tonsils or adenoids.
7. A well-selected library of scientific material on health. See State Course of Study for Health Education, 1930, and references given below.

NOTE—Books may be borrowed from the North Carolina Library Commission, Raleigh, North Carolina; the State Board of Health, Raleigh, North Carolina; and the University Extension Library, Chapel Hill, North Carolina.

The materials accumulated should be carefully filed for future use.

References:

- State Course of Study for Elementary Schools, 1930. State Department of Public Instruction. 60c each, 50c in quantities of 10 or more.
- Turner, C. E., *Principles of Health Education*. D. C. Heath & Co., Atlanta, Ga. \$1.50 plus postage.
- Principles and Practices in Health Education*. American Child Health Association, 450 Seventh Ave., New York. \$1.25.
- White House Conference Leaflets. Fifteen pamphlets, five each on *Growth*, *Personality*, and *Habits*. White House Conference, Central Administrative Office, Interior Building, Washington, D. C. Complete set, \$1.25. 10 cents each quantity prices.
- American Child Health Association, 450 Seventh Ave., New York:
- Sherman, *Emergency Diet*. 3c each.
 - Gillett, *Food at Low Cost*. 3c each.
 - Chaplin, Hugh, *Signs of Health in Childhood*. 20c each.
- Superintendent of Documents, Government Printing Office, Washington, D. C.:
- Rogers, James F., *What Every Teacher Should Know About the Physical Condition of Her Pupils*. 1924. 23 p. 10 cents.
 - Ready, Marie M., *Games and Equipment for Small Rural Schools*. 1927. 16 p. 5 cents.
- National Recreation Association, 315 Fourth Avenue, New York City:
- Johnson, *Why Teach a Child to Play?* 1909. 11 p. 5 cents.
- Ask for list of publications.
- Twice 55 Games with Music, 35c. C. C. Birchard and Company, Boston, Mass.

First Meeting: Health Standards.

1. What signs of health, easily detected by the lay person, are usually to be found in the average normal child?
2. What conditions promote normal physical growth for children?
3. What handicaps may exist in school children?
4. What is to be done to prevent physical defects and to remedy existing ones?
5. How can proper mental growth and training suited to his capacities be secured for each child?
6. How can social and moral development be promoted so that each child may learn to lead a useful and happy life?
7. What evidence have we that health education should be a part of the public school curriculum?

References:

- C. S. pp. 261-63, 257-9, 265, 378-386.
- White House Conference Leaflets: *How Children Grow Physically*, *How Children Differ Mentally*, *What Do Parents Need to Know*, *The Changing Drama of Behavior*, *Learning to Talk*.

- Brown, Teaching Health in Fargo. 1929. Division of Publications.
The Commonwealth Fund, New York. \$1.50.
Turner, Principles of Health Education. pp. 25-26.
Chaplin, Signs of Health in Childhood.
Principles and Practices in Health Education. (A. C. H. A.)
Rogers, What Every Teacher Should Know About the Physical Con-
dition of Her Pupils.
Johnson, Why Teach a Child to Play?
Sherman, Emergency Diet.
Gillett, Food at Low Cost.

Second Meeting: Course of Study.

1. What should be the content of the courses in health education?
2. How much attention should be given to reasons for practicing health behaviors thought to be desirable?
3. Are the reasons given in the Course of Study and textbooks scientific? Available? Teachable? At what levels?
4. Study related habits, skills, attitudes, and concepts at the various grade levels as recommended in the Course of Study. Work out an achievement chart for the pupils in your school.
5. Test pupils by physical ability scales and determine pupil fitness as compared with national standards.

References:

- State Course of Study. All grade outlines in Health section.
Health and Physical Education Attainments.
Turner, Principles of Health Education. pp. 109-123, 149-182.
Principles and Practices in Health Education. pp. 160-250, 274-339.
Ready, Games and Equipment for Small Schools.
Twice 55 Games With Music. Birchard.

Third Meeting: Method in Health Training and Instruction.

1. What principles should be utilized in health training and instruction and how should they be applied at the different age and social levels represented in the school enrollment?
2. What factors determine the quality of health? Why will health training not produce uniform health?
3. What relationships should the school and home maintain toward each other in the health program?
4. What relationship should the community health authorities and health specialists and the school maintain regarding the school health education program?
5. What makes the teacher the most important factor in the school health education program?
6. Should knowledge of proper conduct precede reasons for conduct?
7. Do the principles in C. S. 261-263 adequately cover the case? Make your own set.
8. List desirable incentives which will apply to all grades, some only to grades 1-6, to grades 4-9, to grades 1-9.
9. List incentives you have seen used with success. Star the desirable ones in light of principles set up.
10. Are the pupils you teach led to relate growth and health behavior through graphs, weight records, habit charts, freedom from illness, feeling of fitness?
11. How can the results of physical achievement tests be used to promote healthful living?
12. How should the course of study in health be developed?

References: Turner, 87-123.

Fourth Meeting: School Health Administration.

1. What are the supervisory and administrative phases of an adequate school health program and how are they best cared for in the schools of _____ county (or district).

2. What is the specific training of the teachers in your system for training and instructing children in desirable health practices and information? What should it be? How can teacher needs be met? C. S. 259-263; Turner 256-267; Principles and Practices in Health Education, 251-273.
3. How well do the programs and conditions of the school provide opportunities for children to practice desirable health habits during the day? C. S. 258, 271-278, 294, 378-386, 313ff, 377, 366, 343, 341, 335; Turner 124-131; A. C. H. A. Suggestions for May Day—1932, free; Principles and Practices in Health Education, 379-444.
4. Which of the following health services are available to children: county health officer, school physician, public health nurse, sanitary inspector, county and community health councils, sanitary milk production, vaccination against smallpox, immunization against diphtheria, hospitals, public clinics for educating mothers and children having limited funds, medical advice and welfare centers, health examinations for school children, daily inspections, follow-up, permanent records filed, dental examination?

References:

- C. S. 263-4, 266, 274, 275, 276, 383, 289, 373, 389-90.
 Turner 268-281.
 W. H. C. Health Protection for the Pre-School Child. 1931. (275 pages). The Century Company, 353 Fourth Avenue, New York, \$2.50.
 Reports of vital statistics. State Board of Health.
 Wilkes, LeRoy A., A Community Health Program for the Pre-School Child. 1930. (7 pages. Reprint from Public Health News, State of New Jersey. Free from the A. C. H. A.)
 Winslow, E. A., Health on the Farm and in the Village. 1931. A free brochure of a book of the same title published by Macmillan and Company.
 A. C. H. A. Principles and Practices in Health Education. 1-28.

Fifth Meeting: Measuring Health Improvement.

1. How may health achievements be measured?
2. How well do your pupils come up to the standards recommended by the Course of Study?
3. Do these standards measure growth in health habit formation, attitudes, knowledge?
4. Are they fair measures? Adequate measures? Set up standards for tests.
5. What are the next steps for the school to take to improve health training and instruction opportunities for the pupils?

References:

- C. S. 259, 265, 267-71, 382, 391-2, 378, 386.
 Turner 281-287, 67-86.
 Principles and Practices in Health Education 340-444.

School Library

Purposes: To develop on the part of the teacher a better understanding of the Library—its books and its organization—so that it may become more useful and effective (1) in developing the regular classroom assignments, and (2) in caring for individual differences and abilities in reading.

References:

- Fargo, The Library in the School. American Library Association, Chicago, Ill. 1930. \$3.00. (One copy for each school should be sufficient.)

- Handbook for Teacher-Librarians. A. L. A. 1931. \$0.65. (10 or more 50c each.)
Wilson, School Library Management. H. W. Wilson Co., New York. 1931. \$1.25.
King, Elementary School Library. Scribner. 1929. \$2.00.

First Meeting: Selection and Care of Library by Teachers.

1. Information regarding present collection.
 - a. Type material represented.
 - b. Use to which present material has been put.
 - c. Material needed for proposed curriculum emphasis—e.g., Health.
 - d. Reading ability levels of pupils in the class.
 - e. Adjustment of present material—(1) mend; (2) rebind: (a) book of good literary value, (b) worn out but all pages there; (3) discard: (a) worn out books, (b) books of no literary value; (4) re-issue: (a) books too difficult to higher grade level, (b) books too easy to lower grade level, (c) books for reading ability of all pupils in each grade.
2. Information regarding books for proposed purchase. (If no new books are to be bought, note these items for evaluating present collection.)
 - a. Content of book.
 - (1) Theme for child interest; (2) relative difficulty of wording; (3) literary value; (4) usefulness for class work; (5) varied subject matter included.
 - b. Physical make-up.
 - (1) Avoid expensive binding; (2) avoid loosely constructed books; (3) select school editions when available; (4) note illustrations.
3. Preparation for use.
 - a. Accession (List books owned or bought).
 - b. Classify (Dewey system is standard).
 - (1) State Approved List of Library Books is so classified.
 - c. Shelf list.

References:

- Wilson 18-21.
Fargo 159-187.
King 73-116; 133-173.
Bookcraft. Gaylord. Gratis.
Miller, How to Organize a Library. Library Bureau. Gratis.
Handbook for Teacher-Librarian.
Selected Books and Pictures for Children. Educational Playthings, Inc., 20 E. 69th St., New York. \$0.35.

Second Meeting: Correlation of the Library with Classroom Work.

1. Principles in Education and Correlation of Library therewith.
 - a. Health objective.
 - b. Vocational objective.
 - c. Social objective.
 - d. Leisure time objective.
2. Methods of Instruction and Use of Library Materials.
 - a. Group instruction.
 - b. Individual instruction.
 - c. Exploratory courses.
 - d. Emphasis on social aims.
 - e. Recognition of pleasure element in learning.
3. Objectives of the School Library.
 - a. To enrich the school curriculum by providing library service for pupils and teachers.
 - b. To acquire and organize library materials for school service.

- c. To give instruction in the independent use of libraries and books.
- d. To share with other departments of the school responsibility for fruitful social training.
- e. To foster informational reading as a life habit.
- f. To encourage the habit of reading for pleasure.
- g. To develop the library habit.

References:

Wilson 157-158.

King 1-43.

School Library Yearbook No. 2, 140-147. A. L. A. \$1.65.

Field, Guide to Literature for Children. Ginn. \$1.72.

Fargo 1-16, 101-125.

Third Meeting: Teaching the Use of Books and the Library.

- 1. Lessons taught by teacher.
 - a. Care of books.
 - b. Make-up of books.
 - c. Use of dictionary.
 - d. Use of encyclopedia.
 - e. Arrangement of books.
 - f. Note-taking.
 - g. Bibliography.
- 2. Library clubs.
 - a. Care of library.
 - b. Circulation of books.
 - c. Book reports.
 - d. Develop library spirit.
- 3. Student help.
 - a. Circulation of books.
 - b. Fasting and simple mechanical preparation for use.
 - c. Mending.
 - d. Keeping shelves orderly.

References:

Wilson 120-138.

Fargo 127-157.

King 117-132.

School Library Yearbook No. 1. A. L. A. \$1.35.

School Library Yearbook No. 2, 158-163. A. L. A. \$1.65.

Ingles and McCague, Teaching the Use of Books and Libraries.

Wilson. \$1.80.

State Department of Public Instruction. Library Lessons, grades 1-7.

Fourth Meeting: Securing and Filing Special Material for Class Use.

- 1. Informational printed material.
 - a. Pamphlets.
 - b. Books.
 - c. Magazines.
 - d. Government bulletins.
- 2. Picture material.
 - a. Discarded books.
 - b. Magazines.
 - c. Advertisements.
 - d. Art reproduction centers.
- 3. Charts, samples, etc.
 - a. Advertisements.
 - b. Travel bureaus.
 - c. Government agencies.
- 4. Care.
 - a. Mounting of pictures and clippings.

- b. Use of subject heads. Suggested List from State Department of Public Instruction.
- c. Use of manila envelopes or folders for material on any one subject.
- d. Store in vertical file, large tin bread box, pasteboard shirt box. Cupboard space with shelving is very useful.
- e. Magazine binders.

References:

- Wilson 103-104.
Fargo 189-210.
Miller, How to Organize a Library. Library Bureau. Gratis.
Ovitz and Miller. Vertical file in every library. Library Bureau. Gratis.

Fifth Meeting: Recreational Reading and Development of Pupil Reading Interest.

1. Educational significance of reading.
 - a. Relation between reading achievement and success in school.
 - b. Children's interest in reading.
 - c. Nature and content of reading materials.
 - d. Objectives in reading.
2. Principles of reading guidance.
 - a. Recognition of individual differences.
 - b. Motivation.
 - c. Getting the juvenile point of view.
 - d. Familiar acquaintance with boy and girl literature.
 - e. Enthusiasm and judgment in guidance.
3. Devices for stimulation.
 - a. Discarded books—poems or stories mounted in folders and exhibited.
 - b. Well-illustrated books.
 - c. Pupil book talks.
 - d. Short selections read to group.
 - e. Story telling.
 - f. Book clubs.
 - g. Dramatization.
 - h. Auditorium programs.

References:

- Wilson 157-158.
King 174-210.
Fargo 63-99.
Field, Guide to Literature for Children. Ginn. \$1.72.
Olcott, High grade reading for Children. Houghton. Gratis.
Selected books and pictures for Children. Educational Playthings, Inc., 20 E. 69th St., New York. \$0.35.

Arithmetic

Purposes: To show teachers how to diagnose pupil difficulties in arithmetic and to apply remedial exercises; to discuss the latest research in the field of arithmetic and to apply the information gained to the course of study.

References:

- Brueckner, Diagnostic and Remedial Teaching in Arithmetic. 1930. John C. Winston Company, Philadelphia, Pa.
Morton, Teaching Arithmetic in the Intermediate Grades. 1927. Silver Burdett Company, New York.
National Society for the Study of Education, Twenty-ninth Yearbook. 1930. Public School Publishing Company, Bloomington, Ill.
Thorndike, The New Methods in Arithmetic. 1921. Rand McNally & Co., Chicago, Ill.

It is suggested that counties selecting this group of meetings secure one or more copies of the Twenty-ninth Yearbook, and that each teacher have access to one or more of the other books listed.

First Meeting: Tests and Measurements.

1. What are the purposes of testing?
2. What are the characteristics of good tests?
3. Select some tests for arithmetic.
4. What is the value of the individual diagnostic chart? How are such charts made?
5. Explain how remedial work is done with the group and with the individual.

References:

Brueckner. Chaps. I and II.
Thorndike. Chap. XIII.
Twenty-ninth Yearbook, Part I, Chap. V; Part II, Chap. X.

Second Meeting: The Curriculum.

1. What are the chief aims and purposes in the teaching of arithmetic?
2. What time should be allotted to arithmetic in the various grades?
3. In what way should the content of instruction be changed? What topics should be omitted or added?
4. What are the characteristics of a good course of study in arithmetic?
5. What are the desirable attainments in arithmetic at each grade level? Check your grade.

References:

Twenty-ninth Yearbook, Part I, Chap. III, Part II, Chap. XIII.
Morton. Primary Grades, Chap. XI.
Thorndike. Chap. I.

Third Meeting: Methods.

1. How many number facts should be taught? How should these facts be taught so that they will be of the greatest social value?
2. What do pupils know about number when entering the first grade?
3. What are the purposes of drill?
4. What are the standards for determining the right kind of drill?
5. What instructional material should be used in teaching the four fundamental operations?

References:

Morton. Intermediate Grades—Chaps. II and III.
Morton. Primary Grades—Chaps. IV-VII.
Thorndike. Chap. IV.
Twenty-ninth Yearbook. Part I, Chap. IV; Part II, Chap. IV.

Fourth Meeting: Methods.

1. When should problems be introduced?
2. What are the characteristics of good problems?
3. What method would you use in training pupils to solve problems?
4. Prepare a list of three or four problems for use in the grade you teach.
5. What is the relationship between vocabulary and problem solving?

References:

Morton. Primary Grades, Chap. X.
Morton. Intermediate Grades, Chap. X.
Thorndike. Chap. VII.

Fifth Meeting: Checking Results.

1. What are the values of diagnostic and remedial work?
2. What are the elements in arithmetic ability?
3. What is the relationship between speed and accuracy?
4. How does a pupil's rate of writing affect his scores in an arithmetic rate test?
5. Has the use of tests helped you to do a better job of teaching? How?

References: Same as for First Meeting.

SPECIAL PHASES OF WORK

Radio School

Through the courtesy of Radio Station WPTF, Raleigh, N. C., an educational program for public schools is broadcast during the fall and spring terms.

The purpose of the Radio School is to provide the radio audience in the public schools with educational programs designed especially to meet their needs and interests. In the arrangement of the programs the chief aim is to outline a course which will supplement and enrich regular classroom instruction.

The schedule of broadcasts which make up the programs includes the following subjects: Current Events, Recreational Reading, Literature, Correct English, Modern Adventure, Geography and Travel, History, Nature Study, Science, Citizenship, Guidance, Health, Music, Fine and Industrial Arts, Time and Topics.

Bulletins containing reports and programs of the Radio School may be secured upon request from the State Department of Public Instruction, Raleigh, N. C.

Special Programs, Including Contests

1. Devotional Period. There should be an opportunity for group worship either as a class or as a school at some regular time during the school day. This period should be very short and should give experiences which bring children in direct contact with Biblical literature and sacred music.

2. Anniversaries. Celebrating birthday anniversaries of famous or noted people having local, state, national, or world interest. Most of the following are usually included but others may be substituted or added as the occasion demands:

*Columbus-North Carolina Day—October 12.

Theodore Roosevelt—October 27.

Benjamin Franklin—January 17.

**Lee-Jackson Day—January 20.

Abraham Lincoln—February 12.

George Washington—February 22.

Henry W. Longfellow—February 27.

NOTE—The general outline of topics for observing Columbus and North Carolina Day is suggested for the next four years:

1932—Our Colonial Leaders and Their Times.

1933—Our Revolutionary Leaders and Their Times.

1934—Our Reconstruction Leaders and Their Times.

1935—North Carolina Leaders of Today and Their Times.

If this general plan is followed provision will be made for a comprehensive review of state problems and history twice during the life of each school child

*Legal Requirement—1923; c. 136, s. 370.

**Legal Requirement—1923; c. 136, s. 367.

in addition to the study opportunities provided in the course of study. For materials and other suggestions, write the Secretary of the North Carolina Historical Commission, Raleigh, N. C.; Director of the North Carolina Library Commission, Raleigh, N. C.; and the State Superintendent of Public Instruction, Raleigh, N. C.

3. Commemorating significant historical events.

Labor Day—First Monday, September.
 Constitution Day—September 17.
 Thanksgiving Day—Last Thursday, November.
 Hallowe'en Day—October 31.
 Armistice Day—November 11.
 Christmas Day—December 25.
 St. Valentine's Day—February 14.
 Easter—March or April.
 Memorial Day—May 10.
 Peace Day—May 30.

4. Stimulating interest in certain educational activities.

Fire Prevention Week—October. State Department of Insurance, Raleigh, N. C.
 **Arbor Day*—November (National), Friday following March 15 (State). American Tree Association, 124 Sixteenth St., Washington, D. C.
National Picture Week—October. Colonial Art Society, Oklahoma City, Okla.; Practical Drawing Co., Dallas, Texas.
American Education Week—November (second week). State Department of Public Instruction, Raleigh, N. C.; National Education Association, Washington, D. C.; Local Post, American Legion.
National Book Week—November (third week). National Association of Book Publishers, 347 Fifth Ave., New York; North Carolina Library Commission, Raleigh, N. C.; Division of School Libraries, State Department of Public Instruction, Raleigh, N. C.
National Boys' Week—April (last week). S. Kendrick Guernsey, Secretary, National Boys' Week Committee, 211 W. Walker Drive, Chicago, Ill. Type program supplies on request: Boys' Loyalty Day, Boys' Day in Churches, Boys' Day in Citizenship, Boys' Day Out-of-Doors, Boys' Day in Industry, Boys' Day in Schools, Boys' Day in Entertainment and Athletics, Boys' Health Day and Evening at Home.
National Week of Song—February.
National Week of Music—May. North Carolina Federation of Women's Clubs, Hotel Sir Walter, Raleigh, N. C.
 †*Law and Order Day—Temperance*—January (fourth Friday). Department Scientific Temperance Instruction, National W. C. T. U. Publishing House, Evanston, Ill.; International Narcotic Education Association, 578 Madison Ave., New York.
Better Homes Week—April. Better Homes in America, 1653 Pennsylvania Ave., Washington, D. C.; Division of Vocational Education, State Department of Public Instruction, Raleigh, N. C.
Thrift Week—February. National Thrift Committee, 347 Madison Ave., New York.
Better Speech Week. North Carolina Federation of Women's Clubs, Hotel Sir Walter, Raleigh, N. C.

*Legal Requirement—1923; c. 136, s. 369. 1927; c. 73, s. 1.

†Legal Requirement—1923; c. 136, s. 368.

Poetry Week. North Carolina Library Commission, Raleigh, N. C.; Division of School Libraries, State Department of Public Instruction, Raleigh, N. C.

National Drama Week—February (second week). Drama League of America, 15 West 44th St., New York.

High School Music Contest at N. C. C. W. Prof. Wade R. Brown, North Carolina College for Women, Greensboro, N. C.

National Child Health Week—May. Plans may be secured from American Child Health Association, 450 Seventh Ave., New York; State Department of Public Instruction, Raleigh, N. C.; State Board of Health, Raleigh, N. C.

Clean-Up Week. Civic organizations offer suggestions.

Good Manners Week. C. S. 429-491.

Play Day—Late spring, out-of-doors. State Department of Public Instruction, Raleigh, N. C. The Play Day is rapidly taking the place of Field Day. Play for *all*, not rivalry or competition, is the purpose. When a school or class decides to have a Play Day a teacher is asked to meet with the pupils to help them choose: (1) a day for the Play Day; (2) a place for the games; (3) a general program for the day; (4) a committee to work out details to be supplied to all who will take part.

Election Days—June (Primary) and November. (Local, State and National.)

Education Day—As late in school year as is practicable. Once during each school year the schools of a county or city, separately or jointly, should pool the results of their work in a general exhibit of pupil achievement and activities. The purpose should be that of keeping the public informed about what is going on *for* and *with* children. In some schools this is taken care of in connection with American Education Week, the work of the previous year being preserved through the summer with this in mind. In most schools, however, one day during the last month seems best.

All schools or grades should contribute to the program and the exhibit. Ribbon rewards or stamps of recognition may be used to advantage in acknowledging outstanding work. (See *Contests* below.)

A fine feature of such a day is the joint program of entertainment supplied by the schools or grades participating. Sometimes episodes of plays, festivals, or pageants are prepared in advance by individual schools or grades and presented in proper sequence without rehearsal. At others different phases of educational activities previously assigned are presented by different schools. Occasionally it is well to give attention to certain specific school activities about which the public needs educating—e.g. Music and Physical Education. Several counties have found it advantageous to have an Education Day for each grade. In some counties the school administrators utilize this occasion to give special recognition to those completing satisfactorily seven grades of work, one hundred per cent attendance, penmanship certificates, and other routine achievements.

5. Suggestions to Follow.

Content of Program When Prepared by Pupils. Good music is in order. Chanting or repeating the Lord's Prayer and singing the salute to the flag are impressive and fitting openings for practically all programs.

Materials used in a program should grow out of, be a natural phase of the study of the group or individual presenting it, or supplement the materials pupils have. They should reflect the life of the school, particularly the

pupil's relationship to it. Group and individual interests and achievement should be evident. Every program should meet definite needs of children. The following are suggested types of culminating activities:

Radio broadcast of a unit or phase of school work—e.g. original play, narrative account.

Class, grade or school meetings: (1) Student government council; (2) Health, Citizenship, Book Club.

Descriptions of trips, and excursions taken during the year.

A school play or "Fair" centering about real activities engaged in.

Explanations and demonstrations of a unit or phases of the year's work: (1) Stories of friezes prepared by pupils; (2) Stories of historical and geographical maps, diagrams, tables, charts, books, prepared by pupils; (3) Exhibits of work explained by guides.

Who Should Participate. As nearly as possible every one in the group or school should take part in a way satisfying to him. Individual abilities and interests may be encouraged by demonstration or explanation of peculiar achievements as well as those more commonly emphasized. The program should be planned by the children with teacher guidance.

When Should They Be Prepared and Given. Special programs should rarely demand more than two or three rehearsals. The use of hours outside of school time should be reduced to a minimum. Observance of special days which do not come on regular day may take place on the Friday previous or Monday following. Chapel exercises should provide opportunity for different groups (Primary, Grammar Grade, High School) to enjoy the most interesting chapel exercises of other groups. A complete calendar covering at least the first term should be worked out and posted during the first week of school. Each grade or group should make definite preparation as an outgrowth of classroom work. No school should abuse the use of time by calling a series of mass meetings for announcements.

Cost. Special programs of this kind should cause no expense to the school or individual which is not cared for in the natural course of production.

Length. As a rule, not more than an hour.

Use of Outside Speakers. Those invited should be people having rare skill in making inspirational appeal to school children or should bring materials supplementary to school interests. An illustration may be given in connection with vocational and educational guidance programs. Representatives of the community interests and industries may bring additional information on the needs in their respective fields. Leading men and women may interpret world events.

Contests. If the program takes the nature of a contest the following rules should be carefully observed:

Each event should supply a needed training for the entrant.

Each entrant should have practically an even chance to win because he is matched with equals or competes against own record.

The awards should not have material value

Judging should be based on a clear understanding of definite items, previously agreed upon.

The contest should be directly related to school work or should have definite recognized educational values.

Some types of approved contests are:

- a. State Picture Memory Contest, sponsored by State Federation of Women's Clubs and State Department of Public Instruction.
- b. Music Achievement Contest, sponsored by State Federation of Women's Clubs and State Department of Public Instruction.
- c. Beautification and Improved Hygiene of School Buildings and Grounds.
- d. State High School Contests, sponsored by Extension Division of the University of North Carolina: Academic (Latin, Spanish, French, Mathematics); Athletic (track meet, tennis, boxing and wrestling tournaments, football, soccer, basketball and baseball); Debating; Dramatic.
- e. The North Carolina High School Girls Athletic Association—"A game for all and all in a game" is fast becoming the basic rule for inaugurating a program in sports for schools; therefore, every eligible high school is urged to become a member of the North Carolina High School Girls' Athletic Association. A pamphlet containing the constitution and other valuable information may be secured from the State Department of Public Instruction. It contains the Point System designed to meet the need for standards and to promote individual and organized sports.

Suggested Assembly Calendar.

Monday—General Assembly: Special music, devotion and general announcements of special features to the children, for the week. Principal in charge.

Tuesday—Primary Assembly: Grades 1-3: Program including music, devotion and program by grade one, two or three. Grade teacher in charge and all primary teachers in attendance.
NOTE: Room chapel for grades 4-11.

Wednesday—Grammar Grade Assembly: Grades 4-7 (Same general plan).
NOTE: Room chapel for grades 1-3 and 8-11.

Thursday—High School Assembly: Program to be given by grade eight, nine, ten or eleven. All high school pupils and teachers in attendance.
NOTE: Room chapel for grades 1-7.

Friday—General Assembly: Program in charge of Literary Society, Glee Club, Athletic Association. All pupils and teachers in attendance.

References:

- McKown, Commencement Activities. 1931. Macmillan. \$2.00.
 _____, Assembly and Auditorium Activities. 1930. Macmillan. \$2.00.
 Miller and Chaffee, Auditorium Social Arts. 1931. Heath. \$2.00.

- Kennedy, Marion and Bemis, Katherine I., Special Day Pageants for Little People. 1927. Barnes. \$1.00.
- Alcott, Francis J., Good Stories for Great Holidays. 1914. Houghton. \$2.40.
- Taft, L., Pageants with a Purpose. Barnes. Order circular.

Ranking County School Systems

There are certain factors or elements which are characteristic of a good system of county schools. It is proposed to rank the counties on the basis of their achievements along a few well recognized lines. The items included in this rating scale are those which apply to all counties alike, and the rank of a county will be determined by the extent to which the standards are met.

The items which should be considered in ranking the counties are those which are easily measurable and the rank will be made up from information furnished by the county superintendent.

For the past several years counties have been rated or ranked on the basis of the composite score of ten educational factors. These factors are as follows:

1. Percentage of enrollment in average daily attendance.
 2. Average length of term in days.
 3. Training of teachers.
 4. Percentage of enrollment in high school.
 5. Percentage of children enrolled who are normal and under age for their grade.
 6. Average annual salary of teachers.
 7. Cost of instructional service per pupil enrolled.
 8. Current expenditure per pupil enrolled.
 9. Current expenditure per teacher and principal employed.
 10. Appraised valuation of school property per child enrolled.
- (See State School Facts, April, 1931.)

In addition to these factors counties will be rated on a percentage basis on the following factors:

1. Educational Conference.
2. Education Day: Seventh Grade and Perfect Attendance Certificates awarded.
3. Seventh Grade Examination.
4. Standard Elementary Schools: White and colored.
5. Standard High Schools: White and colored.
6. Teachers' Meetings: White and colored.
7. Pupils' Reading Circle Certificates.
8. School Masters' Club: Elementary and High School Principals.
9. Health Program.
10. Educational Clinics.

1. **Educational Conference.** The number of teachers and others present should be recorded since the percentage of attendance will be worked out on a basis of the number actually in attendance.

To promote educational progress and to secure the cooperation of all the forces of education in the county a conference should be held in each county

each year just before the opening of the schools. Such a conference might be held on Friday and Saturday prior to the opening of the school on the following Monday.

Those invited to attend the conference should include the following: members of the board of county commissioners, county board of education, school committeemen, county health officer, county welfare officer, farm demonstration agent, home demonstration agent, the officers of county and local parent-teacher associations and any and all other persons and organizations interested whose cooperation and contribution to educational progress in the county is desired.

A well arranged program should be worked out in order for the conference to be of the greatest value to those who attend. The following program is suggested:

I. Friday—10 A. M.

1. Opening exercises.
2. The educational situation in the county—some achievements and objectives.
3. Attainments in the various school subjects. (See discussion of attainments):

a. Reading	d. Writing.
b. Spelling.	e. Music.
c. Language.	f. Art.

II. Friday—2 P. M.

Attainments in the various school subjects. (See discussion of attainments):

- | | |
|----------------|------------------------|
| a. Health. | e. Citizenship. |
| b. Arithmetic. | f. History. |
| c. Science. | g. Physical Education. |
| d. Geography. | |

III. Saturday—9:30 A. M.

The Allied Forces of Education:

- a. County Commissioners.
- b. County Board of Education.
- c. School Committeemen.
- d. Parent-Teacher Association.
- e. The Home Demonstration Agent.
- f. The Farm Demonstration Agent.
- g. The County Welfare Department.
- h. The County Health Department.

It is suggested that the chairman or president or representative of each of these organizations or departments make a statement of what has been done and what can be done to further educational progress in the county.

While the elementary teachers are discussing the attainments set up in this Handbook, the high school teachers may spend their time discussing high school problems, or such program may be arranged as the county superintendent may decide. It is suggested that the School Masters' Club, wherever such organization exists, be relied upon for material assistance in

conducting the high school meeting. Or, a high school program committee, appointed well in advance of the meeting, could take charge of the high school section.

2. Education Day. At this meeting certificates of promotion from seventh grade and county perfect attendance certificates should be awarded. Rating will be made on the basis of the number of those receiving certificates as compared with the enrollment in each case.

Education Day should be held in the spring at the close of the session. At this time due recognition should be given to the graduates of the seventh grade. Appropriate exercises should be held at which time certificates of promotion to the high school should be presented to all seventh grade graduates. The basis of such promotion should be the passing of the State-wide seventh grade examination prepared by the State Department of Public Instruction.

On Education Day contests in declamation, recitation, dramatics, physical education and music, may be held. Perfect attendance certificates and pupils' reading circle certificates should be presented at this meeting.

In connection with Education Day there may be exhibits of work done in the elementary schools during the year. At the Educational Conference held in the fall objectives for the school year should be set up; at the Education Day in the spring there should be evidence of what has been achieved.

Education Day may be made the occasion for an educational rally to stimulate interest in the schools and to acquaint the public with what has been done in carrying out the educational program of the county.

3. Seventh Grade Examination. The State examination for all seventh grade students should be given and the number who successfully pass this examination as compared with all the seventh grade pupils in the county will constitute the percentage on this factor.

4. Standard Elementary Schools. The number of standard elementary schools, white and colored, as compared with the total number of elementary schools in the county.

In order to promote the establishment and development of elementary schools in which pupils can secure more nearly adequate training, certain objective standards have been set up for the purpose of measuring these schools. These standards were approved some time ago by a large committee of superintendents, principals and teachers and by representatives of some of the institutions of higher learning.

These are merely minimum standards and represent the very least in general conditions, teaching staff and material equipment that should go into an elementary school. Of course the minimum statements would include adequate provisions for the operation of the entire course of study in all the grades as well as the general organization of the school. Many schools, both rural and city, now go far beyond the statements included in these standards.

Standards have been worked out for two groups of schools: Group I, Classes A and B, for nine months' schools, and Group II, Classes A and B, for eight months' schools.

STANDARD ELEMENTARY SCHOOLS

REQUIREMENTS	GROUP I		GROUP II	
	Class A	Class B	Class A	Class B
1. Seven-year course of study, including required subjects	See below.			
2. Term-actual teaching days.....	180	180	160	160
3. Number of whole-time teachers.....	14	8	8	7
4. Qualifications of teachers.....	Majority of teachers hold primary and Grammar Grade Certificates. No teacher with lower than Elementary A.			
5. Average daily attendance.....	468	252	252	216
6. Building	Adequate and sanitary. See page 19.			
7. Records	An accurate scholastic and attendance record for each child. Individual register sheets detached and filed in envelopes.			
8. Equipment				
a. Library	See Sections VI, VII, VIII, page 87.			
b. Supplementary readers	3 sets of 20 copies each (2 sets of 10 each accepted for one set) for each grade. See "Supplementary Readers" below.			
c. Dictionaries	Dictionaries owned by all pupils in grades 5 to 7 or two dozen dictionaries owned by the school. One unabridged dictionary. See below.			
d. Special primary equipment.....	See below.			
e. Maps and globe.....	12" globe, 7 political, 5 physical, 3 blackboard outline maps. Map of N. C. See below.			

COURSE OF STUDY

A unified, carefully graded course of study is essential to effective work. The law requires the teaching of certain fundamental subjects as they are arranged, by grades and outlined in the State Course of Study, in all seven-year elementary schools. The curriculum of an elementary school which follows the State Course of Study will be approved.

Every effort should be made to strengthen and supplement the work, and to broaden and enrich the curriculum to meet the needs of the pupils in giving them the fundamentals of an education.

Textbooks. The State-adopted textbooks are required by law to be used in all the elementary schools of the State.

Required Subjects. The course of study should include:

English (Reading, Language, and Spelling)—grades one to seven; Arithmetic—grades one to seven; Geography—grades four to seven; History—grades five to seven.

The amount of time specified is *required* to be given to the following subjects:

Health and Physical Education*—grades one to seven, 120 minutes per week.

Writing†—grades one to six, 75 minutes per week; grade seven, 45 minutes.

Music‡—grades one to seven, 75 minutes per week.

Art—grades one to seven, 60 minutes.

It is urgently recommended that the ideals and responsibilities of citizenship be emphasized, as outlined in the new State Course of Study.

It is also urgently recommended that nature study and elementary science be included in the work of the school. The new State Course of Study has a course in this subject. Suggested plans for including this work are given below.

Amount of Work Required by Grades. The State Course of Study is to be used as the basis of classification of pupils and as outlining by grades the work in each subject.

Standard Tests. It is urgently recommended that schools employ standard measurements as an aid in determining the results of teaching and the ability to learn. Intelligence Tests, and Standard Achievement Tests should be used as a help in the classification of pupils, to reveal individual needs and to indicate the progress of the class.

Suggested Time Distribution Table. The time allotments given below are offered as tentative bases for the work. The distribution of time should be determined by the needs of the children. The use of large units of work with provision for children's interests and enriched experiences will often call for a combination of subjects and the reorganization of the materials of instruction, as needed to carry these on. Directed study should be a vital part of the classroom work.

The table has been compiled after a careful study of recent investigations in this field.

SUBJECTS	GRADES—MINUTES PER WEEK						
	I	II	III	IV	V	VI	VII
English:							
Reading, Literature, Library.....	550	525	400	300	225	200	450
Language	110	125	150	175	200	200	
Spelling	50	80	80	75	75	75	
Handwriting	75	75	75	75	75	75	45
Arithmetic	50	100	150	200	200	200	240
History and Citizenship.....				60	120	160	225
Geography			100	150	160	175	225
Nature Study and Elementary Science.....				60	60	60	60
Health and Physical Education.....	150	150	150	150	150	150	150
Arts:							
Fine Art and Industrial Arts.....	90	90	90	80	80	80	60
Music	75	75	75	80	80	80	80

*Health is a required subject in all grades, one to seven. At least 60 minutes per week should be given to this subject in all grades, and at least 60 minutes to physical education.

Health texts are required in grades five and six; their use is optional in grades four and seven. When the texts are not used in grades four and seven it is recommended that the school own some Health books—at least 12 books for each of these grades.

†Less time may be given if pupils measure up to grade standard on a standard writing scale.

‡Music texts are required in grades two to seven. If the pupils do not own them, the school is required to own at least two sets of State adopted texts (30 copies each) to be used from grade to grade.

EQUIPMENT

Supplementary Readers. Easy, interesting supplementary reading material should be selected, including children's literature, geography and travel, history, biography, nature and science. Lists of suggested supplementary reading material for each grade will be found on pages 35-38 of the Course of Study for Elementary Schools, 1930.

Dictionaries. The list of dictionaries approved by the Textbook Commission is as follows:

PUPILS—Grades 5-7—

Simplified Dictionary—Primary*	\$0.69
Simplified Dictionary—Intermediate**	1.04
John C. Winston Co., New York	
Webster's Shorter Dictionary*	.69
Webster's Elementary School Dictionary**	.90
American Book Co., New York.	
Concise Standard Dictionary*	.55
Comprehensive Standard Dictionary**	.80
Funk and Wagnalls, 354 Fourth Ave., New York.	

TEACHER'S DESK DICTIONARY—

Secondary School Dictionary—\$1.65.	American.
Desk Standard Dictionary—\$1.50.	Funk.

UNABRIDGED DICTIONARIES—

The New Standard Dictionary.	Funk.	\$14.40 (buckram).
Webster's New International.	G. & C. Merriam,	Springfield, Mass.
		\$16.00.

Maps and Globe. Effective teaching of geography and history requires not only reference and supplementary reading material, but an adequate number of maps and charts, together with the constant use of a globe. The requirements for use in grades four to seven are as follows:

- Globe. At least 12" in diameter (preferably a suspension globe).
- Maps.
 - a. Physical Series: World on Mercator's Projection, United States, North America, South America, Europe, Asia, Africa, Australia, Eastern Hemisphere, Western Hemisphere. At least five of these are required.
 - b. Blackboard Outline Series: At least three under a. above are required.
 - c. Political Series: At least seven maps under a. are required; also good map of North Carolina.
 - d. Historical Series; Atlas: An atlas and a good series of charts for American History are recommended, not required.

Each map should be mounted on a spring roller with a board back, or in an individual or group case.

Special Primary Equipment. Special equipment is necessary for effective work in the primary grades. The minimum amount required is as follows:

1. General Equipment. The following are required:
 - a. Recitation chairs (15 to 20) in each first grade classroom.
 - b. Grade library (at least 20 books) in each classroom—one to three.
 - c. Printing press (large type for charts) and a supply of tagboard.
2. Reading Equipment. The following are required. Materials may be prepared by teachers or bought):

*Especially suitable for fourth and fifth grades.

**Especially suitable for sixth and seventh grades.

- a. Set of Phrase Cards for first basal primer and first reader.*
- b. Set of Word Cards for first basal primer and first reader.†
- c. Complete set of Phonic Cards for the phonic facts to be taught in the first, second and third grades.
- d. Silent Reading Material—for use in grades one to three—including some of the following:
 Action Sentences; Directions; Questions; Completion Exercises; Silent Reading Lessons; Informal Tests.
- e. Seatwork Material—for use in grades one to three—including some of the following:
 Phrases and Word Cards for sentence building; Word Matching—self-verifying busy work; Silent Reading Seatwork—stories, projects to illustrate, language work, picture building; Classifying Words. (Suggested lists of materials will be furnished.)

Note.—Informal tests and exercises, based on reading materials in use, make excellent checks on silent reading carried on independently. These can be easily prepared. For various types, see Twenty-Fourth Year Book, Part I, Public School Publishing Co., Bloomington, Ill., \$1.50; Practice Exercises and checks on Silent Reading in the Primary Grades, Bureau of Publications, Columbia University, N. Y., \$0.35; Second Year Book, Department Elementary School Principals, N. E. A., Washington, D. C., \$1.00; Gates, The Improvement of Reading, Macmillan Co., \$1.80.

3. Arithmetic Equipment. Some materials under each of the following heads are required:
 - a. Objects for counting and grouping: Splints (1,000 or more—4" to 5"); Numeral Frame; Blocks; Beads.
 - b. Measures: Rulers (1 dozen each grade); Yard Sticks (one each grade); One Set Liquid Measures for use in grades one to three.
 - c. Number Cards and Games—for combinations and four fundamental processes; seatwork materials for combinations and fundamental processes. (Materials can be prepared by teachers.)
4. Materials for Drawing, Cutting, Construction. The following are required:

Scissors—at least four dozen pairs for use in grades one to three.

Manila drawing paper—adequate supply for each grade (one to three).

Crayola—a box per child (grades one to three).

Newspaper paper (unprinted)—adequate supply for first and second grades.

Recommended: Easels, paints, brushes, papers, etc.; blocks, clay and plasticene; tools—small, strong saws; small, large-headed hammers; nails, varying sizes; tacks; 1 vise; 1 screwdriver; coping saw.
5. Equipment for Written Work—*Recommended:*

Uniform materials for all written work (paper of proper width ruling and pencils of proper size) are recommended. Schools can easily order these materials and sell them to pupils.

Grade I: Paper—(a) Unruled, unglazed, (unprinted newspaper paper)—first used. Suggested size of sheets 5" x 20". Teacher may fold two-inch creases for lines. (b) Wide-ruled unglazed paper—one-inch ruling. Pencil—medium size; soft, large lead.

Grade II: Paper—unglazed; five-eighths-inch ruling. Pencil—ordinary size, medium soft, large lead.

Grade III: Paper—(a) Rough surface; one-half-inch ruling. (b) Quality that will take ink well; one-half-inch-ruling. Pencil—ordinary size, medium soft. Penholder—medium size, with cork or rubber tip. Pen—with rounded point.

*Materials for the first basal primer and first reader (Playtime and Good Times) published by Newson & Co., New York, are accepted for this requirement.

†Sentence strips, phrase and word cards for the second basal primer and first reader (Story and Study Readers) published by Johnson Co., Richmond, are recommended.

Additional Equipment—Recommended (Grades One to Seven):

United States Flag (large size for flag pole, small one for each grade); North Carolina Flag; Recitation chairs for second and third grades; Phonograph and suitable records; Piano; Pictures: Copies of great pictures—for schoolroom and picture study; Scales for weighing pupils; Bulletin Board; Sand Table; Aquarium; Playground Apparatus.

5. **Standard High Schools.** The number of standard high schools, white and colored, as compared with the total number of high schools for both races in the county.

6. **Teachers' Meetings.** The percentage on this factor will be worked out on a basis of five meetings. The attendance at each meeting should be recorded and the percentage for a given meeting for the number present as compared with the total number of teachers in the county. The percentage will be worked out for white and colored races separately, but consolidated in the percentage for the county.

7. **Pupils' Reading Circle Certificates.** The number of pupils receiving reading circle certificates as compared with the total number of pupils who might have received such certificates will constitute the score or percentage on this factor.

One of the specific objectives of the state-wide school improvement program is to set up such conditions as will favor marked pupil progress in the ability to read rapidly, understandingly, and purposefully. The best way to develop this skill is to read widely and much; therefore most county systems should recognize in some definite way individual quantitative reading achievement.

The organization of reading clubs by teacher and pupils has been found an easy and a stimulating way to keep in touch with the reading experiences of children. The organization may take the form of any other club. The important factor is that the activities center around the informal sharing of book life and interests. Some other pointers are:

1. Start the club early in the year.
2. Agree upon the rules to be followed. These are suggested:
 - a. Any school child eligible to membership who wishes to share out-of-school reading experiences with others.
 - b. Books read equal to or exceeding in difficulty those usually assigned to the grade preceding the one in which child is enrolled.
 - c. Books of standard quality (See State approved library list).
 - d. Certificate to the pupils in grades one to three reading six or more books in addition to grade requirements.
 - e. Certificate to the pupils in grades four to eleven reading ten or more books in addition to grade requirements.
 - f. A gold star to be added to certificate for meeting the same requirements with new books each succeeding year.

An important phase of this work is supplying books. Attention is called to the free loan of grade libraries by the North Carolina Library Commission.

A systematic method for making awards must also be agreed upon. This has been successfully done in several different ways. In many counties book reports are supplied pupils at cost. These reports call for name of pupil, title of book, list of characters, a sentence or more according to grade

about why one should read the book, or a summary. In the lowest grades oral reports have been accepted. Sometimes the local principals appoint local reviewing committees to pass on the reports of candidates of the local schools. These report acceptable candidates and work to a County Reviewing Committee appointed by the County Superintendent. In some counties the superintendent automatically awards the certificate and stars upon proper endorsement from the grade teachers.

The award of certificates for achievement in reading may be an appropriate feature of the Education Day Program.

8. School Masters' Club. A School Masters' Club may be composed of high school principals only; it may be composed of both elementary and high school principals; it may be composed of all men teachers in the elementary schools and high schools of the county. In keeping with the program which has been set up for each county it is suggested that all elementary school principals and high school principals be regarded as belonging to the School Masters' Club. Other teachers may be invited to join as the County Superintendent may suggest.

9. Health Program. The percentage or rating on this factor will be determined: (1) by the physical examination records on file in each school with a total for the county; (2) the percentage of needed corrections made. It will be necessary for teachers to keep accurate records in order to supply the necessary information to the county superintendent upon whom rests the responsibility for supplying the necessary data on this and all other subjects.

10. Educational Clinics. The rate on this factor will be determined by the extent to which educational clinics are provided for all beginners or pupils entering school at the opening of the next session.

The Educational Clinic including the Beginners Day Program, is a State-wide project planned for the purpose of securing information concerning the child at school entrance. This information is helpful to the teacher and the parents in determining the child's needs, and in their efforts to get the child physically ready for school. Normal progress for the child, through the first year's work, is assured to a greater extent when the teacher and parents have a better understanding of the child's present equipment and needs.

The school superintendent and supervisor in cooperation with the local and State health officials and members of the parent-teacher associations plan a one-day program which is held during the spring term at centrally located schools in different sections of the county or city.

In arranging for and in conducting the clinics the details of the plan given below have been followed generally, although there have been adaptations and improvements to suit the needs of a particular situation:

1. Survey to determine number of pre-school children to be enrolled.
2. Selecting central schools for holding clinics.
3. Deciding on dates for clinics.
4. Transportation for pre-school children.
5. Available assistance from local physicians, nurses, dentists and school patrons.
6. Publicity through letters and newspapers.

7. Assignment of teachers to assist in the clinic.
8. Program for the day:
 - a. Preparation for the clinic in arranging for at least two rooms for enrollment and examination.
 - b. Enrollment of beginners using Information Card for School Entrant.
 - c. Physical examination and recording data on State Board of Health Card.
 - d. Mid-morning lunch (milk and crackers) for the children. (Parents leave children at this time and hear lecture on child care.)
 - e. Visits to classrooms and special program to interest beginners: (1) stories and games, (2) favors to take home.
 - f. Visits to classrooms by parents.
 - g. Vaccinations and toxin-antitoxin administered.
 - h. Record sheet showing physical defects to be remedied during the summer given to parents as they leave the clinic.
9. Completing history record cards and filing in school office.

See Educational Publication No. 149, Plans for Educational Clinics including the Beginners Day Program, State Department of Public Instruction.

Adult Education—Illiteracy

According to the United States Census for 1930 there are 236,261 persons in North Carolina who are illiterate. This means that ten per cent of all persons ten years of age and over cannot read and write.

North Carolina ranks forty-second among the states of the nation in percentage of illiteracy. Nearly half the counties of the State have ten per cent illiteracy or more. Dare County with its population of 3,934 people ten years of age and over has the lowest percentage, 4.1; Scotland County has the highest percentage, 22.2. The data for each county are given in "State School Facts" for October, 1931.

The situation is bad, particularly in the rural districts, and every effort possible should be made to wipe out illiteracy in the State. The first effort should be made to prevent illiteracy by getting all children of school age in school and keeping them there.

In the next place, adult illiterates should be taught to read and write. Classes should be organized whenever any number of illiterates can be gotten together. If a class for illiterates could be organized in every school every year where there are two or more illiterates in the community, adult illiteracy could be reduced fifty per cent, no doubt, in the next ten years. County and city superintendents, supervisors, elementary and high school principals, should plan definitely for this kind of work.

To assist teachers in organizing and conducting classes for adult illiterates a copy of Gray's Manual for Teachers of Adult Illiterates will be furnished free of charge by the State Department of Public Instruction.

This Manual discusses the following topics:

1. Organization, Administration and Supervision of Illiteracy Classes.
2. The Qualifications and Preparation of Teachers.

3. Enlisting the Cooperation of the Public and the Interest of Adult Illiterates.
4. Problems of Class Organization and Management.
5. Specific Aims and Organization of Instruction.
6. Content and Methods for Native-born Illiterates. (pp. 59-153.)

The following bulletin for use by students will be furnished free of charge to superintendents or teachers of classes in Adult Education: Citizens' Reference Book, A Text and Reference Book for Pupils and Teachers in Community Schools for Adult Beginners.

There is also available a sufficient number of "Twelve Lessons in Reading, Writing and Arithmetic," designed for use during moonlight school month, to supply a copy for each teacher.

"The Citizen's Reference Book," published in two volumes by the University of North Carolina Press, Chapel Hill, at 50c per volume, has been used satisfactorily as a textbook in classes for adult illiterates.

The Country Life Readers, edited by Mrs. Cora Wilson Stewart, published by Johnson Publishing Co., Richmond, Va., have been used successfully in many classes. The price of book I is 40c, book II, 50c, book III, 60c.

In addition to providing classes for adult illiterates every possible effort should be made to provide classes for adults who may wish to "come in" and "brush up" on some subject, or study some new subject. At least two or three meetings of two hours each a week for at least one or two months should be held for this type of adult education. In some instances adults should study brand-new topics in which they are interested. We should further the idea of "education as a continuing process throughout life."

Such subjects as the following should be studied: English (good usage), including Literature; Spelling; Public Speaking; Arithmetic; Agriculture; Dairying; Poultry Production; Live Stock Production; Farm Shop; Farm Accounting; Other vital subjects: Home Making—Nutrition and Diet; Budgeting and Home Management; Commercial Education—Stenography; Typewriting; Elementary Bookkeeping; Elementary Economics, including taxes; Elementary Sociology; Modern and Current History; Other subjects for which there is demand and for which provision can be made.

The organization of classes for adult illiterates and for other adult classes will serve a fine purpose in this period when so many people are unemployed. It is a real opportunity for the school to serve a hitherto neglected element of its constituency, and one to which the school owes an obligation.

THE LIBRARY AND LIBRARY SERVICE

I. Aim of the School Library.

- A. To furnish worthwhile materials for: (1) Recreational reading; (2) Supplementing text and class assignments; (3) Developing reading abilities.
- B. To teach children to use books and other printed material easily and effectively.

II. Book Collection.

- A. First selection should be from Course of Study and should (1) contain books for each grade; (2) contain books for each subject in the curriculum; (3) contain fact and story type material; (4) aid in presentation of units of work; (5) meet subject distribution shown under requirements for standard schools. (See VIII below).
- B. Further selection should be made from the State List of Approved Books for School Libraries based on points noted above.
- C. Additional selection from *standard* lists will be helpful.
 - 1. Avoid buying sets other than approved encyclopedias.
 - 2. Avoid books that are out-of-date or have been superceded.
 - 3. Avoid poor editions, inferior make-up, bad print, etc.
- D. Good dealers.
 - N. C. Educational Association, Raleigh, N. C.; Baker-Taylor Co., New York; John Wanamaker, Philadelphia.

III. Supplementary Collection.

- A. Pamphlets, free or of little cost, prove extremely valuable for class use.
- B. Pictures.
 - 1. Reproductions of the works of famous artists.
 - 2. Illustrative material for class work secured from magazines, discarded books, advertisements, etc.
- C. Magazines and newspapers.
 - 1. Daily paper with State and National news, and large Sunday paper; (e.g. New York Times).
 - 2. Children's Magazines (First choice starred). American Boy, American Girl, Boy's Life, *Child Life, Current Events, John Martin's Book, Hygeia, Music and Youth, *My Weekly Reader, *National Geographic Magazine, *Nature Magazine, Popular Science Monthly, St. Nicholas.
 - 3. High School magazines.
 - a. Current topics—American Review of Reviews, Current History, Literary Digest (weekly).
 - b. Scientific facts—Aviation, Popular Mechanics, Popular Science Monthly, Scientific American, Radio News.
 - c. General content—American Boy, American Magazine, Scholastic, Harper's Magazine, Scribner's.
 - d. Miscellaneous—Better Homes and Gardens, Hygeia, Industrial Education, National Geographic.

IV. Equipment.

- A. Library room, large enough and equipped to seat an entire class.
- B. Book shelves. Plain open *wood* shelving, *made adjustable* with metal strips and brackets, is preferable.
 - 1. In elementary school, 5 to 6 feet high; in high school, not over 6 feet 10 inches.
 - 2. Each shelf should be 36 inches long and 8 inches wide with solid uprights between shelves so books will not slide through and shelves will not sag. If made stationary, space between shelves should be 10 inches in the clear.

3. One section in elementary schools should have shelving 12 inches wide to care for picture books; 24-inch high cupboard space at the bottom of these proves very useful.
4. Light oak finish for shelving and equipment has proved most satisfactory.
- C. Reading tables and chairs.
Tables 3 feet by 5 feet are best. Height in elementary school 26 inches or 28 inches from the floor. Chairs should be 16 inches or 18 inches, respectively. Tables for high schools should be 30 inches high—chairs 18 inches. No library tables should have drawers.
- D. Filing case for pamphlets and pictures.
 1. Legal size filing case, preferably of wood.
 2. Large tin bread box may be utilized in the small school.
 3. Material placed in large manila envelopes marked and filed alphabetically by subject is easily located.
- E. Bulletin board.
 1. Celotex about 3 feet square (or 3 by 6 feet) framed with stained wood. Celotex may be stained also.
 2. Cork is excellent, but more expensive.
- F. Additional equipment.
 1. Cupboard space—for storing supplies and magazines.
 2. Magazine and newspaper racks and dictionary stands. Designs and specifications will be furnished on request.
 3. Catalog case, card tray, newspaper rods.

V. Organization.

- A. Standard Accession Record.
- B. Books classified by Dewey Decimal System and marked.
- C. Card shelf list.
- D. Dictionary card catalog.
- E. Card loan system.

VI. Records.

- A. Number volumes in the library: (1) at beginning of year; (2) number lost and discarded during year; (3) number added during year; (4) total number now owned.
- B. Circulation—obtained by counting the total number of times each book was loaned.
- C. Grade libraries—names and numbers of books distributed to each grade.
- D. Permanent record of each pupil's reading.
- E. Number of borrowers.
- F. Amount of money spent for books and supplies.

VII. Instruction in Use of Books.

- A. Care of books.
- B. Printed parts of books—especially use of index and table of contents.
- C. Dictionary.
- D. Encyclopedia.
- E. Classification.
- F. Other reference books.
- G. Bibliography.
- H. Note-taking.
- I. Card catalog.
- J. Enjoyment and appreciation of books.

VIII. Requirements for Standard Elementary Schools.

- A. Group I: Class A, 700 vols.; Class B, 500 vols.
Group II: Class A, 500 vols.; Class B, 300 vols.
- B. Distribution of volumes by subject.
100 vols. of literature for children.

- 20 vols. of poetry.
- 40 vols. of geography (including travel, exploration, industries, and discoveries).
- 40 vols. of history and biography.
- 10 vols. of civics.
- 10 vols. of health and physical education.
- 10 vols. of nature and science.
- 10 vols. of art and music.
- 20 vols. for each classroom for grades one to three.
- General reference encyclopedia, suitable for elementary school is urgently recommended.
- C. Book shelves and reading table.
- D. Organization, records, and instruction in the use of books as listed above.

IX. Services from the State Department of Public Instruction, Division of School Libraries.

- A. Assistance and direction in technical organization. (1) Accession record; (2) classification; (3) shelf list; (4) card loan system; (5) record of circulation; (6) dictionary card catalog.
- B. Assistance in book selection. (1) General lists; (2) special lists for given grade or subjects.
- C. Assistance in library room organization. (1) Specifications for library equipment; (2) floor plans for the particular room; (3) suggestions for time-saving devices.
- D. Assistance in developing effective service. (1) Outline of suggested activities; (2) outline of lessons for teaching the use of books and libraries; (3) demonstration of book mending process; (4) organization of student assistants; (5) special material for "Book Week"; (6) means for developing reading habits.
- E. Assistance to outside agencies. (1) Talks at parent-teacher association meetings, woman's club meetings, etc.; (2) information relative to school libraries; (3) programs on children's reading; (4) information about children's books.

X. Use of the Library.

- A. To promote reading. (1) Know your books; (2) read aloud a "starter" from some of the best books, especially the neglected worthwhile ones; (3) encourage home reading; (4) allow individual reading in the classroom when the lesson is learned; (5) have a regular period for reading library books; (6) discuss interesting book characters; (7) plan for systematic reading of best literature in the grades. Foundation work is essential for developing good taste.
- B. To supplement textbooks. (1) Assign readings and allow class time for reports on outside reading; (2) teach methods for type reading required: (a) skimming, (b) rapid, (c) normal, (d) careful.
- C. To enliven lessons. (1) Use "book talks" for oral composition; (2) ask questions to start search for information; (3) teach how to locate material on various subjects.
- D. To cultivate interests and aptitudes. Find out what each pupil cares about and use this interest to develop his reading.
- E. To provide service. (1) Make the lessons more interesting; (2) provide training in use of books; (3) cultivate the reading habit.

PROFESSIONAL ORGANIZATIONS

The Conference on Elementary Education

The Conference on Elementary Education is called, jointly, each year by the State Superintendent of Public Instruction and the Director of the University of North Carolina Summer School. The Conference is devoted to a scientific and practical study of educational conditions in the public elementary schools of North Carolina. It constitutes a highly successful attempt to give usable information of a professional nature to those who work in the field of elementary education and to improve educational opportunities for North Carolina children of elementary school age. Many educators who work either in the field of secondary education or in institutions of higher learning attend the Conference since they realize the intimate relationships of function between the field of elementary education and their fields of service.

The Conference represents an informal gathering of school people from all sections of our State. All speakers, up to the present time, have been North Carolinians. The primary objective of the program committee has been to stress the improvement of instruction. The 1931 and 1932 Conferences have also been characterized by an attempt to present the views with regard to education not only of professional school men and women, but also the views of persons who are not actively engaged in school work.

It can truly be said that no educational conference has made more rapid progress in its development than has the Conference on Elementary Education. More than 1,000 persons attended the last Conference and printed copies of the Proceedings of the Conference have been in demand not only from this State but from all parts of the country.

Conference of Elementary and High School Principals

In order that there may be the closest cooperation between the superintendents, supervisors and principals of schools and the State Department of Public Instruction in carrying out a program of education it is suggested that a conference be held in each county some time during July, August, and September of each year.

This conference should be attended by county and city superintendents, supervisors, elementary and high school principals for the purpose of studying the school problem of the State as it relates to the county and its schools.

Such a conference will serve a good purpose in bringing about a greater degree of uniformity in school organization and operation and should be conducive to increased efficiency. The conference heretofore was held with superintendents and high school principals; but hereafter the elementary principals will be invited to participate in the meeting.

The date and place for the conference in any given county will be determined by the county and city superintendents. A representative of the State Department of Public Instruction will be present to assist in conducting the conference.

The elementary and high school handbooks will be used as a basis for discussing school organization and administration. Other problems, vital to successful operation of schools, will be considered in the conference as the judgment of those present may suggest.

The North Carolina Education Association

President (1932-1933)—Superintendent CLYDE A. ERWIN,
Rutherfordton, N. C.

Executive Secretary—JULE B. WARREN, 115 Fayetteville
St., Raleigh, N. C.

The North Carolina Education Association is the organization through which all school people may work for the advancement of education and the improvement and protection of the profession of teaching. Every teacher should be a member. The annual dues are two dollars.

This fee of two dollars per member purchases for educators the following benefits:

1. A full-time secretary and staff who work with officials and committees of the association to collect and disseminate accurate information about schools.
2. *The North Carolina Teacher*, official publication of the association and one of the best educational journals, every school month.
3. The best professional talent of the country for six district programs in the fall and one state-wide in the spring.
4. The services of an employment bureau at cost.
5. The opportunity to get health and accident insurance at a lowest possible cost considering coverage.
6. The opportunity to buy books from the library depository in Raleigh at a lower price than can be secured from any other wholesaler.
7. A medium for cooperating with other in and out of state organizations to secure the right of every child to an education.
8. A full time staff to interpret modern education to the paying public.
9. A liaison organization between the profession and public officials, public departments and governmental organizations.
10. A compact, State-wide organization having members in every county, ready for action.

The North Carolina Negro Teachers Association

President (1932-1933)—Principal O. R. POPE, Rocky
Mount, N. C.

Executive Secretary—L. S. COZART, Raleigh, N. C.

The North Carolina Teachers Association represents the organized effort of forward-looking teachers to improve the educational opportunities of Negro youth of the State.

Through its official publication, special and standing committees, the Association collects and organizes facts that are broadcast for the purpose of interpreting our schools to the public and securing their protection through legislative enactment.

Immediate and permanent objectives of the Association are:

1. The extension of school terms for Negro children in special tax districts of rural communities.
2. The publication of the North Carolina Teachers Record, which is already well received in and outside the State.
3. A Reference Placement Bureau whose services are free to members of the Association and rendered at cost to non-members.
4. Annual and regional meetings of the Association providing stimulation and practical help for teachers.
5. Uniform salary for teachers on a basis of preparation and certification.
6. A means of contact, through the Executive Office and official publication, with other constructive forces whose programs make common cause with ours.
7. A State-wide organization touching every phase and level of Negro education.

Every Negro teacher of the State is urged to pay the annual membership fee of \$1.50 in order that these objectives may be more fully realized.

Parent-Teacher Associations

Every school should have a parent-teacher association. Such organizations have been found most helpful in stimulating community interest and in building up the school.

Local associations will find it advantageous to affiliate with the North Carolina Congress of Parents and Teachers. Mrs. W. W. Martin, 204 Tate Street, Greensboro, N. C., is Extension Field Worker for the State organization and will furnish information and assistance on request.

Information concerning the organization of Negro parent-teacher associations may be obtained from Mrs. A. W. Holland, Raleigh, N. C.

LIST OF BOOKS ADOPTED FOR BASAL USE, 1932-1933*

First Grade		Retail Price
	Primer, Playtime (Newson)	\$.36
	Primer, Playfellows (Johnson) .....	.31
	Book One, Good Times (Newson) .....	.40
	First Reader, Friends to Make (Johnson).....	.31
	Correlated Handwriting, Compendium 1 (Zaner).....	.08
or	Writing Lessons for Primary Grades, Grade One (Palmer).....	.06
or	Writing Lessons for Primary Grades, (grades 1 and 2) (Palmer).....	.12
	Industrial and Applied Art Books, No. 1 (Mentzer).....	.14
Second Grade		
	Book Two, The Open Door (Newson) .....	.44
	Second Reader, Trips to Take (Johnson) .....	.41
	The McCall Speller, Book I (Laidlaw).....	.29
or	The McCall Speller, one-book course (Laidlaw).....	.37
	Correlated Handwriting, Compendium 2 (Zaner).....	.08
or	Writing Lessons for Primary Grades, Grade Two (Palmer).....	.06
or	Writing Lessons for Primary Grades (grades 1 and 2) (Palmer).....	.12
	Industrial and Applied Art Books, No. 2 (Mentzer).....	.14
	Progressive Music Series, Book I (Silver).....	.59
or	Progressive Music Series, One-book Course (Silver) .....	.66
or	Hollis Dann Music Course, First Year (American).....	.66
Third Grade		
	Book Three, Storyland (Newson) .....	.51
	Third Reader, The Treasure Box (Johnson) .....	.48
	Open Door Language, Third Grade (Houghton) (Optional).....	.40
	The New Day Arithmetics, Third Year (Merrill) .....	.31
	The McCall Speller, Book I (Laidlaw).....	.29
or	The McCall Speller, one-book course (Laidlaw).....	.37
	Correlated Handwriting, Compendium 3 (Zaner) .....	.08
or	Palmer Method Handwriting, Grade Three (Palmer) .....	.06
or	Palmer Method Handwriting (grades 3 and 4) (Palmer).....	.12
	Industrial and Applied Art Books, No. 3 (Mentzer).....	.14
	Progressive Music Series, Book I (Silver).....	.59
or	Progressive Music Series, One-book Course (Silver) .....	.66
or	Hollis Dann Music Course, Second Year (American).....	.45
Fourth Grade		
	The Study Readers, Fourth Year Book (Merrill).....	.67
	Open Door Language, Fourth Grade (Houghton).....	.41
or	Open Door Language, Book I (grades 4 and 5) (Houghton).....	.51
	The New Day Arithmetics, Fourth Year (Merrill) .....	.31
	The McCall Speller, Book I (Laidlaw).....	.29
or	The McCall Speller, one-book course (Laidlaw).....	.37
	Essentials of Geography, Book I (American)	1.21
	Boys and Girls of Wake Up Town (Ginn) (Optional).....	.66
	Correlated Handwriting, Compendium 4 (Zaner).....	.08
or	Palmer Method Handwriting, Grade Four (Palmer) .....	.06
or	Palmer Method Handwriting (for grades 3 and 4) (Palmer).....	.12
	Industrial and Applied Art Books, No. 3 (Mentzer) .....	.14
	Progressive Music Series, Book II (Silver).....	.63
or	Progressive Music Series, One-book Course (Silver).....	.66
or	Hollis Dann Music Course, Third Year (American).....	.45
or	Hollis Dann Music Course, Third and Fourth Year (American).....	.87
Fifth Grade		
	The Study Readers, Fifth Year Book (Merrill) .....	.68
	Open Door Language, Fifth Grade (Houghton).....	.41
or	Open Door Language, Book I (grades 4 and 5) (Houghton).....	.51
	The New Day Arithmetics, Fifth Year (Merrill) .....	.31
	Essentials of Geography, Book I (American)	1.21
	First Book in United States History (Heath) .....	.74
	The McCall Speller, Book II (Laidlaw).....	.37
or	The McCall Speller, one-book course (Laidlaw) .....	.37
	Malden Health Series, Health (Heath).....	.63
	Correlated Handwriting, Compendium 5 (Zaner) .....	.08
or	Palmer Method Handwriting, Grade Five (Palmer).....	.06
or	Palmer Method Handwriting (grades 5 and 6) (Palmer).....	.12
	Industrial and Applied Art Books, No. 5 (Mentzer).....	.14
	Progressive Music Series, Book II (Silver).....	.63
or	Progressive Music Series, One-book Course (Silver).....	.66
or	Hollis Dann Music Course, Fourth Year (American).....	.52
or	Hollis Dann Music Course, Third and Fourth Year (American).....	.57

*Books for subsequent years dependent on State adoption.

	Retail Price
Sixth Grade	
The Study Readers, Sixth Year Book (Merrill).....	.68
Open Door Language, Sixth Grade (Houghton).....	.41
or Open Door Language, Book II (grades 6 and 7) (Houghton).....	.58
The New Day Arithmetics, Sixth Year (Merrill).....	.31
Essentials of Geography, Book II (American).....	1.69
A Young People's History of North Carolina (Williams).....	.75
Our Ancestors in Europe (Silver).....	.97
Malden Health Series, Cleanliness and Health (Heath).....	.69
Our Dual Government (Rand).....	.90
The McCall Speller, Book II (Laidlaw).....	.32
or The McCall Speller, one-book course (Laidlaw).....	.37
Correlated Handwriting, Compendium 6 (Zaner).....	.08
or Palmer Method Handwriting, Grade Six (Palmer).....	.06
or Palmer Method Handwriting (for grades 5 and 6) (Palmer).....	.12
Industrial and Applied Art Books, No. 6 (Mentzer).....	.14
Progressive Music Series, Book III (Silver).....	.66
or Progressive Music Series, One-book Course (Silver).....	.66
or Hollis Dann Music Course, Fifth Year (American).....	.52
or Hollis Dann Music Course, Fifth and Sixth Year (American).....	1.04
Seventh Grade	
The Boys' and Girls' Readers, Seventh Reader (Houghton).....	.74
Open Door Language, Seventh Grade (Houghton).....	.46
or Open Door Language, Book II (grades 6 and 7) (Houghton).....	.58
The New Day Arithmetics, Seventh Year (Merrill).....	.37
Essentials of Geography, Book II (American).....	1.69
A History of the People of the United States (Heath).....	1.05
Building Strong Bodies (Houghton) (Optional).....	.68
Our Dual Government (Rand).....	.90
The McCall Speller, Book II (Laidlaw).....	.32
or The McCall Speller, one-book course (Laidlaw).....	.37
Correlated Handwriting, Compendium 7 (Zaner) (Optional).....	.08
Industrial and Applied Art Books, No. 7 (Mentzer).....	.14
Progressive Music Series, Book IV (Silver).....	.94
or Progressive Music Series, One-book Course (Silver).....	.66
Hollis Dann Music Course, Sixth Year (American).....	.62
or Hollis Dann Music Course, Fifth and Sixth Year (American).....	1.04

NOTE—All options are to be exercised by the superintendent or administrative head and not by the individual teacher.

List of Publishers

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 A. N. Palmer Company, 30 Irving Place, New York City.
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 D. C. Heath & Company, 29 Pryor St., N. E., Atlanta, Ga.
 Ginn & Company, 70 Fifth Ave., New York City.
 Houghton Mifflin Company, 2 Park St., Boston, Mass.
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 Laidlaw Brothers, 130 E. 25th St., New York City.
 Mentzer Bush & Company, 2210 S. Park Ave., Chicago, Ill.
 Newson and Company, 73 Fifth Ave., New York City.
 Rand McNally & Company, 536 S. Clark St., Chicago, Ill.
 Silver, Burdett & Company, 39 Division St., Newark, N. J.
 Zaner & Bloser Company, Columbus, Ohio.

Any of these books can be obtained from the local depository or the North Carolina Schoolbook Depository, Raleigh, N. C.

THE CHILDREN'S CHARTER

- I. For every child spiritual and moral training to help him to stand firm under the pressure of life
- II. For every child understanding and the guarding of his personality as his most precious right
- III. For every child a home and that love and security which a home provides; and for that child who must receive foster care, the nearest substitute for his own home
- IV. For every child full preparation for his birth, his mother receiving prenatal, natal, and postnatal care; and the establishment of such protective measures as will make child-bearing safer
- V. For every child health protection from birth through adolescence, including: periodical health examinations and, where needed, care of specialists and hospital treatment; regular dental examinations and care of the teeth; protective and preventive measures against communicable diseases; the insuring of pure food, pure milk, and pure water
- VI. For every child from birth through adolescence, promotion of health, including health instruction and a health program, wholesome physical and mental recreation, with teachers and leaders adequately trained
- VII. For every child a dwelling place safe, sanitary, and wholesome, with reasonable provisions for privacy, free from conditions which tend to thwart his development; and a home environment harmonious and enriching
- VIII. For every child a school which is safe from hazards, sanitary, properly equipped, lighted, ventilated. For younger children nursery schools and kindergartens to supplement home care
- IX. For every child a community which recognizes and plans for his needs, protects him against physical dangers, moral hazards, and disease; provides him with safe and wholesome places for play and recreation; and makes provision for his cultural and social needs
- X. For every child an education which, through the discovery and development of his individual abilities, prepares him for life; and through training and vocational guidance prepares him for a living which will yield him the maximum of satisfaction
- XI. For every child such teaching and training as will prepare him for successful parent-hood, homemaking, and the rights of citizenship; and, for parents, supplementary training to fit them to deal wisely with the problems of parenthood
- XII. For every child education for safety and protection against accidents to which modern conditions subject him—those to which he is di-

rectly exposed and those which, through loss or maiming of his parents, affect him indirectly

- XIII. For every child who is blind, deaf, crippled, or otherwise physically handicapped, and for the child who is mentally handicapped, such measures as will early discover and diagnose his handicap, provide care and treatment, and so train him that he may become an asset to society rather than a liability. Expenses of these services should be borne publicly where they cannot be privately met
- XIV. For every child who is in conflict with society the right to be dealt with intelligently as society's charge, not society's outcast; with the home, the school, the church, the court and the institution when needed, shaped to return him whenever possible to the normal stream of life
- XV. For every child the right to grow up in a family with an adequate standard of living and the security of a stable income as the surest safeguard against social handicaps
- XVI. For every child protection against labor that stunts growth, either physical or mental, that limits education, that deprives children of the right of comradeship, of play, and of joy
- XVII. For every rural child as satisfactory schooling and health services as for the city child, and an extension to rural families of social, recreational, and cultural facilities
- XVIII. To supplement the home and the school in the training of youth, and to return to them those interests of which modern life tends to cheat children, every stimulation and encouragement should be given to the extension and development of the voluntary youth organizations
- XIX. To make everywhere available these minimum protections of the health and welfare of children, there should be a district, county, or community organization for health, education, and welfare, with full-time officials, coordinating with a state-wide program which will be responsive to a nation-wide service of general information, statistics, and scientific research. This should include:
 - (a) Trained, full-time public health officials, with public health nurses, sanitary inspection, and laboratory workers
 - (b) Available hospital beds
 - (c) Full-time welfare service for the relief, aid, and guidance of children in special need due to poverty, misfortune, or behavior difficulties, and for the protection of children from abuse, neglect, exploitation, or moral hazard

For EVERY child these rights, regardless of race, or color, or situation, wherever he may live under the protection of the American flag.

—White House Conference.

...and the ... of the ...

XIII. For every ... of the ...

XIV. ... of the ...

XV. ... of the ...

XVI. ... of the ...

XVII. ... of the ...

XVIII. ... of the ...

XIX. ... of the ...

XX. ... of the ...

XXI. ... of the ...

XXII. ... of the ...

XXIII. ... of the ...

"THE EQUAL RIGHT OF EVERY CHILD BORN ON EARTH TO HAVE THE OPPORTUNITY TO BURGEON OUT ALL THAT IS WITHIN HIM."—AYCOCK.

THE OLD NORTH STATE

1.

Carolina! Carolina! heaven's blessings attend her,
While we live we will cherish, protect and defend her,
Tho' the scorner may sneer at and witlings defame her,
Still our hearts swell with gladness whenever we name her.

CHORUS

Hurrah! Hurrah! the Old North State forever,
Hurrah! Hurrah! the good old North State.

2.

Tho' she envies not others, their merited glory,
Say whose name stands the foremost, in liberty's story,
Tho' too true to herself e'er to crouch to oppression,
Who can yield to just rule a more loyal submission.

3.

Then let all those who love us, love the land that we live in,
As happy a region as on this side of heaven,
Where plenty and peace, love and joy smile before us,
Raise aloud, raise together the heart thrilling chorus.

—WILLIAM GASTON.



UNIVERSITY OF N.C. AT CHAPEL HILL



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